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ABSTRACT

The accountability report of the Georgia University System summarizes expenditures and progress made in achieving earlier goals. Following an overview which identifies major strategies toward the goal of a more educated Georgia, a section summarizes progress on major initiatives broken down into those funded in 1995-1997 legislative sessions, those funded in the 1998 legislative session, and others. These major initiatives include: GALILEO, the statewide electronic library; a program to connect teachers and technology; a program to connect students and services; the Patterns of National Excellence Awards program; facility renovation and rehabilitation; the Distinguished Teacher Program; professional development; master planning for facilities; partnerships with preschool, elementary, and secondary schools; improvement of graduate and research programs; the Governor's Initiative in Internet Access program; the statewide Desktop Learning network; investments in instructional technology; the Intellectual Capital Partnership program; the equipment, technology, and construction trust fund; and endowed chairs. Detailed reports for each initiative, including goals, a progress report, and a financial report, follow. (DB)

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THE UNIVERSITY SYSTEM OF GEORGIA

1999 ACCOUNTABILITY REPORT

March, 1999

A report by
the Board of Regents
of the
University System of Georgia
to Governor Roy Barnes
and the Georgia General Assembly
relating progress to date
on the special funding initiatives,
capital projects,
and six percent merit salary increases
funded during the 1998 legislative session.

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The University System of Georgia

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Overview

This marks the fourth budget session in which the University System has prepared an accountability report. This report represents our ongoing pledge to be accountable to the governor and the legislature for the funds provided in support of special funding initiatives and other key projects proposed by the University System and recommended to the General Assembly by the Governor. We continue to be mindful of our responsibility to act as good stewards of the state's resources committed to us. And we continue to uphold our pledge to the General Assembly not to request additional dollars until we provide an accounting of the proper expenditure of past dollars and the progress made in achieving the goals set forth in earlier initiatives.

Thanks to the continuing support by and partnership with the governor's office and the General Assembly, the University System of Georgia continued to make substantial progress during 1998 toward its stated goal of helping to create a more educated Georgia. The state's investment in public higher education is reaping dividends as the University System develops momentum, establishes a record of leadership and improves upon its reputation of academic excellence.

This goal is being pursued through a number of specific strategies that serve to:

- enhance the System's regional and national competitiveness;
- increase access to public higher education programming and resources for students, citizens and business;
- provide needed facilities and technology for today and tomorrow's identified needs;
- strengthen academic programs at every level;
- increase partnerships and collaboration within the System and between the System's institutions and other organizations and agencies;
- prepare students at all educational levels throughout the state to ensure they can meet the challenge of study and work past high school; and
- work with the state's business community to anticipate and meet the state's and the nation's emerging workforce needs.

This support and partnership was evidenced in the high degree of collaboration among University System institutions and between the System and its partners in the Department of Education, the Department of Technical and Adult Education, public schools, private colleges and universities and Georgia's business community.

For example, the nationally-recognized **GALILEO One Statewide Electronic Library** continued to expand and now includes all University System institutions, all technical institutes, the executive and legislative branches, private institutions, and most K-12 schools and public libraries. This project truly opens the information door to virtually anyone, anywhere in Georgia. It creates new avenues of access to higher educational resources for Georgians, whether a housewife in Helen, a business owner in Baxley County, a university student in Statesboro, or a high-school freshman in Hinesville.

The University System has approached former Governor Miller's **redirection policy** as a unique opportunity to improve collaboration and partnerships and strengthen efforts in high-priority areas and programs. The most obvious result of this effort has been in the **New Formula Funding - Patterns of National Excellence Awards initiative** (first funded through redirection dollars in FY 1996). As promised by the Board of Regents, all programs were reviewed after the initial three years of funding, and 19 of the projects were renewed for refunding. These projects have indeed strengthened collaboration among System institutions, other educational partners and provided new avenues of access to public higher education programs and resources for students and citizens.

Also on the technological front, the University System continues to make great strides in increasing access to higher education. Some long-term special funding initiatives such as **Connecting Teachers and Technology** (first funded in FY 1995) and **Connecting Students and Services** (FY 1996), as well as completed initiatives such as **Model Classrooms**, have helped to cement the University System's recognized technological leadership. Newer initiatives such as the **Governor's Initiative** (first funded in FY 1998) and the **Statewide Desktop Learning Initiative** (FY 1999) build upon the System's technological infrastructure to reach out into the broader community and expand access to Internet resources and academic programming. Other initiatives such as **Investing in Instructional Technology** (FY 1999) and the **Equipment, Technology and Construction Trust Fund**, or **ETACT**, (first funded in FY 1994), protect the State's technological investment and provide incentives to secure private dollars to augment public funding.

Overview

Another key area of partnership that serves students are the **P-16** and related **Postsecondary Readiness Enrichment Program (PREP)** initiatives (first funded in FY 1997). These two programs are successful due to the high level of partnerships that have been created among the state's educational agencies, the public schools, businesses and community organizations. P-16 and PREP are focused on the goal of helping Georgia's students succeed in K-12 schools and be prepared to advance on to a technical institute or college and university. Under these initiatives are programs such as the state and local P-16 Councils, the efforts to establish a shared data base on student information, gifted and advanced academies, and a prognostic mathematics te[illegible] for high-school juniors. P-16 is a long-term effort to improve a child's educational experience from kindergarten through graduate school, while the PREP program has a more immediate focus, reaching children in at-risk situations and providing them with the information and support they need to be prepared for education past high school. During 1998, the PREP program was identified as a national model by the White House.

Another level of partnership that has proven to be a national model is the **Intellectual Capital Partnership Program**, or **ICAPP** (first funded in FY 1996). The ICAPP program has grown from its initial success with the ICAPP Advantage program, (which provides a 15:1 return on the state's investment), to programs such as ICAPP Access, ICAPP Needs Assessments, ICAPP Regional Programs, and the newest, the ICAPP Information Technology Strategic Response. This latest program is designed to create new academic programs to meet the shortage of information technology professionals in Georgia. The bedrock of the ICAPP initiative continues to be the close partnerships established between the University System and the state's economic development organizations and business community. The goal is to harness the University System's teaching, service and research resources on behalf of Georgia's economic development.

On the human side, Georgia continues to build its momentum as a leader through competitive salaries for faculty and staff. During FY 1999, the fourth year of former Governor Zell Miller's proposed **six percent annual merit-based salary increases** for faculty and staff, Georgia rose into the top quartile of the Southern Regional Education Board (SREB) states. This has meant Georgia has been able to attract and keep some of the nation's top faculty. And programs such as the **Eminent Scholars Fund** (which matches state funds with private dollars) and the **Distinguished Teachers Program** (first funded in FY 1997), have also proven highly effective in attracting and recruiting top level staff to enhance the System's teaching and research. Another initiative, **Professional Development: Serving Our Students and the State** (first funded in FY 1997), has implemented professional development programs for all faculty and staff as well as a post-tenure review process for all tenured faculty. This initiative works to ensure students continue to receive quality instruction and support.

Strengthening the overall quality of the System's **graduate programs** through an initiative first funded in FY 1997 is also proving to be a wise investment. Selected graduate programs at the state's research universities and three historically black universities have been targeted through this initiative. Now in its third year, an analysis of the initiative indicates the targeted programs are attracting distinguished faculty, a high-caliber of students, and establishing national reputations.

The System has kept pace with the need for improved and new facilities through a **capital projects process** that is based upon the Board of Regents' own comprehensive planning model, which integrates demographic trends, academic program needs, workforce trends and enrollment projections to provide a true priority list. On another level, the **Facilities Master Planning Initiative** (first funded in FY 1997) will ensure that the System's institutions have a blueprint by which to evaluate long-term facilities needs. Finally, the General Assembly's continued support for the System's need to keep pace with the **renovation and rehabilitation of its existing facilities** is also a wise investment for the present and as well as the future.

Conclusion

The University System of Georgia is making great progress toward its goal of helping to create a more educated Georgia. This progress is possible because of a focused effort that integrates a number of programs and initiatives while creating a wide range of effective partnerships. This progress is ultimately possible because of the support of the University System's two key "partners in service" — the governor and the legislature.

But despite the progress that has resulted from the investment that has been made, there remains much to be done. If the state is to truly reap the full dividend from its investment in public higher education, continued investment in targeted initiatives must be made.

Georgia still falls below the national average for the percentage of its population 18-years and older who participate in higher education, as well as the percentage of its population 25-years and older with a bachelor's degree.

And if Georgia is to continue to prosper economically in the future, it will need to continue its investment in public higher education to ensure its citizens are prepared to take on the jobs of the future — jobs that are increasing for the highly educated.

This continued investment is necessary in order to maintain the momentum that has developed, to continue the drive to become a national leader in public higher education, and to enhance and improve on outstanding programs that promote academic excellence. That is the reason the University System is so focused on its goal of creating a more educated Georgia. Georgia — and its citizens — deserve no less for the investment that is being made.

Accountability Report — At A Glance

Governor's Merit Salary Increase Commitment, FY 1999

Appropriated: $59,890,116 (FY96), $64,686,756 (FY97), $69,100,000 (FY98), $69,638,949 (FY99)

Effects of average six-percent merit salary increase: merit salary increases averaging six-percent have had a dramatic impact on both the recruitment and retention of distinguished faculty at University System institutions. In FY 1996, the first year of the salary increase commitment, Georgia moved ahead of North Carolina, Tennessee and Florida. In FY 1997, the second year, Georgia fell back one position because North Carolina provided a substantial increase. The continued support has been vital to maintaining Georgia's position in the Southern region. Although reports have not been finalized for FY 1998, Georgia is projected to finish in the top quartile of states in the Southern Regional Education Board (SREB) region. The five year rate of increase in all SREB states for four-year institutions was 15.0 percent, compared to 20.5 percent for the University System of Georgia.

FY 1999 System - Level and Institutional Redirection

Redirected: $62,000,000 (FY99)

The Board of Regents budget for fiscal 1998-99 called for the redirection of $62 million in institutional and systemwide funds consistent with the Governor's mandate. The University System has redirected more than $215 million over the past three fiscal years. University System institutions were requested to redirect a total $36.5 million according to Board approved parameters. System institutions offered redirection plans of $43.2 million, in excess of the requested $36.5 million. The Board's budget also provided that a total $25.5 million would be redirected from system-level funds. A total of $21 million in system redirection was done through funding institutional requests which had specific relevance for systemwide strategic goals. An additional $4.5 million funded other critical systemwide initiatives to make up the balance of the required $25.5 million in system level redirection. The institutional requests fall into several major categories: Instructional Effectiveness ($3.2 million); Economic Development ($721,000); Technological Innovation ($3.7 million); Increasing Productivity ($4.8 million); High Priority Academic Needs ($5.7 million); Collaborative Projects ($924,000); Increased Funding for New Facilities ($3.0 million); and System Services to Institutions ($3.5 million).

Initiatives Initially Funded in the 1995-1997 Legislative Sessions

GALILEO — One Statewide Electronic Library and (GALILEO Next Phase Initiative)

Appropriated: $9,922,000 (FY95, FY96), $3,822,000 (FY97), $3,880,768 (FY98) (includes $2,000,000 in Supplemental FY98 for GALILEO Interconnected Libraries), $6,230,000 (FY99) (includes $1,000,000 FY99 for GALILFO Interconnected Libraries)

GALILEO recorded 3,855,257 log-ins, 6,195,715 searches, and 2,110,820 full-text articles as of October 31, 1998. As of October 31, 1998, 34 University System institutions (including the central office), eight System resident centers, the Governor's office, three legislative research offices, 159 public libraries, 34 technical institutes (including the central office), 192 K-12 school systems/training centers and 38 private higher educational institutions subscribe to the system.

GALILEO Interconnected Libraries, a multi-year project to implement a single integrated library automation system in University System libraries, went live at its first site on November 12, 1998. Plans call for the implementation of 16 additional University System institutions during FY99.

Connecting Teachers and Technology

Appropriated: $9,900,000 (FY95-96), $7,900,000 (FY97), $8,003,500 (FY98), $7,891,607(FY 99)

The goal of this initiative is to increase the number of courses which integrate technology into the instructional process by preparing teachers to use various technologies, to teach via distance learning networks, and to explore the contributions of technology to instruction. Through the Faculty Development Institute 60 faculty representing all 34 institutions participated in a variety of instructional technology development activities throughout 1998-99. Each faculty participant is obligated to create or redesign a course that incorporates instructional technology. Continuation funding was allocated for Instructional Technology Support Specialist (ITSS) positions on each campus and at a number of residence centers and off-campus sites to provide support for course development and faculty mentoring activities. In the FY99 round of University System of Georgia Teaching & Learning Grants,

At A Glance

out of 71 proposals submitted, 23 were funded, bringing the total number of courses developed to 91. Emphasizing collaboration, grants were awarded to faculty at a total of 13 institutions. Two Instructional Technology Classrooms continue to be utilized for training faculty on the multiple uses of technologies. Each campus received a funding allotment to be used toward technology upgrades, renovation for technology integration, or new acquisitions. The initiative also funds on-line training in instructional technologies. For FY99, three distance education project management and coordination positions were created to address emerging System distance education needs. These positions will increase System ability to address and provide a distance education service role, and to support changes occurring at both state and regional levels. The Georgia Learning Alliance development is being spearheaded by the distance education team to provide a central focal point for all distance education information in the state.

Connecting Students and Services

Appropriated: $5,848,000 (FY96); $1,300,000 (FY97); $1,338,056 (FY98); $1,355,000 (FY99)

The goals of this initiative are: to improve student movement through academic programs and into careers by increasing student access to advisors and advisors access to relevant student information; to improve the System's capability for tracking student transitions from school to college, through college, and from college to work, by insuring comparable data collection from unit to unit, and compatible systems for sharing it; to provide students with accurate and timely information about required college preparations courses, transferability of college credit, and career opportunities; and to allow students to acquire college admission information electronically. Services have continued to expand during FY98 through World Wide Web services that allow students to view their course catalog, schedule of classes, and grades. Institutions can allow students to register themselves or have faculty advisors register the students during advisement via the web. Additionally, voice response services are available at approximately one-fourth of the System institutions. The Curriculum, Advising, and Program Planning module of the Banner Student System is now fully available and will improve advising and curriculum tracking for students as they progress in their respective degree programs. Using the modules provided with the SCT Banner System, the 31 institutions running this software now have the ability to use the web to allow students to register for classes and faculty to assist with advisement. Through this initiative, high school counselors originally were provided with dial in connections to PeachNet to maintain access to the services of the University System. More recently connections to each K-12 school district have been installed through the Governor's Initiative which will enable not only the counselors, but also more students, to continue to use the Georgia Career Information System (GCIS) to assist students in selecting career and educational paths. The GCIS was also incorporated into the common student admissions application system under development by the University System, GaEASY, which was presented in Phase I of its rollout in September 1998.

New Formula Funding — Patterns of National Excellence Awards

Redirection: $4,300,000 (FY96), $4,274,731 (FY97), $4,241,849 (FY98), $4,241,849 (FY99)

In FY96 the Board of Regents made a commitment to quality improvement by focusing institutional initiatives on two areas of strategic interest: program collaboration and national patterns of excellence. During the winter of 1995, all institutions were invited to submit proposals for three-year grants which were designed to improve quality either through new efforts to develop collaboration among University System and other Postsecondary educational institutions and/or local school systems or which allowed System institutions to reach a new, national level of excellence. After a thorough review of 221 proposals, the Board allocated $4.3 million to a total of 23 projects in these two areas. Institutions were informed that, based on a review at the end of three years, the third year's operating and personnel costs for these funded projects would be added to their base budgets. This year the Central Office conducted reviews of each of the programs funded under both the Patterns of National Excellence and Program Collaboration initiatives. The review sought to determine which programs had successfully met their goals. As a result, all three National Patterns projects and sixteen of the original twenty Program Collaboration projects retained their funding. In September 1998 the Board's Education, Research, and Extension Committee considered ideas on how to redirect funds from projects not renewed to support emerging Board strategic initiatives. The Committee directed that the new round of collaborative funding should be focused on filling the gaps based on the previous funding contest. The Committee directed that the Senior Vice Chancellor for Academic Affairs select several projects from a limited list of potential initiatives which highlighted both Board interest areas and state needs. Negotiations are now under way with several institutions to initiate new collaborative projects.

Renovation and Rehabilitation

Appropriated: $38,924,444 (FY97), $41,124,444 (FY98), $46,730,826 (FY99)

The goals of this initiative are to place higher priority on protecting the State's enormous capital investment in University System Facilities; to reduce significantly the backlog of needed repair and rehabilitation of facilities systemwide; and to address major renovation and infrastructure projects that have gone unfunded. For FY99, $44,294,680 was allocated to 34 campuses and Skidaway Institute to fund 278 projects. A contingency amount is available for contingency or emergency use through June 30, 1999. This accounts for the total $46,730,826 appropriated for FY99.

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Distinguished Teacher Program

Appropriated: $1,350,000 (FY97), $1,350,000 (FY98), $1,350,000 (FY99)

The Distinguished Teacher Program funds one position ($45,000 from special initiative funding with an additional $25,000 in private funding generated by the institution) at each of the University System's 30 regional and state universities and two-year colleges. Of the 25 institutions receiving funding for the Distinguished Teacher Program, all institutions had begun their programs by the end of the fall semester. Twenty-three campuses developed programs that named an individual to the distinguished teacher post, while one institution utilized funds to establish a campus wide center for instructional development and another institution established a Distinguished Professor Lecture Series. Five institutions are not participating due to an inability to meet the non-state funds matching requirement of $25,000. Generally, programs concentrate on establishing centers for teaching and learning and other centrally located resource points. Another trend has been to focus on the electronic classroom and on ensuring that faculty receive adequate training in the use of technology. Many programs initiate faculty development opportunities — workshops, forums, circles, web sites — for interactive dialogue on the improvement of teaching and learning strategies. Some programs involve the purchase and installation of technologically-advanced equipment. All programs seek to utilize the distinguished teacher position to foster communication and dialogue among faculty regarding outstanding and current teaching methods.

Professional Development: Serving Our Students and the State

Appropriated: $1,000,000 (FY97), $1,000,000 (FY98), $1,000,000 (FY99)

Implementation of this initiative focuses on three areas: general professional development, post-tenure review, and promotion of teaching and learning. The implementation of the Professional Development Initiative in FY99 involves expenditures and efforts in the following areas: the University System of Georgia Teaching and Learning Conference (November 5-6, 1998); the awarding of $431,266 in University System of Georgia Teaching and Learning Grants (for FY99); the awarding of $26,319 in University System of Georgia Grants to Academic Advisory Committees (for FY99); faculty development activities for University System faculty and administrators who are currently working with K-12 faculty and administrators to achieve one of the major goals of the P-16 Initiative, the co-reform of education at all levels within our state (September 1998, February 1999); Regents Teaching Excellence Awards (March 1999); University System of Georgia Faculty Associate (yearlong); Grants Officers Workshop (December 1998).

Facilities Master Planning

Appropriated: $450,000 (FY97), $1,000,000 (FY98), $450,000 (FY99)

The goals of this initiative are: to develop up-to-date facilities master plans, based on mission and academic program needs, for every University System institution by the year 2000; to ensure that these master plans are maintainable and become an integral part of the institution's thinking about change and future growth; to provide comprehensive guidelines for expansion, adaptation and renovation of facilities and infrastructure as a sound basis for capital requests to assure the best return on investments in facilities and the environment; and to use privatization and out-sourcing as much as possible to accomplish these goals. Thirteen campus or center master plans have been completed and presented to the Board of Regents; 17 more are currently preparing their Master Plans for presentation. There are six remaining campuses/centers currently anticipating funding to ensure all institutions will be involved in Campus Master Planning by the year 2000.

P-16 Partnerships and Common Database

Appropriated: $300,000 (FY97), $450,000 (FY98) (includes $150,000 for Common Data Base), $3,350,000 (FY99) (includes $150,000 for P-16 database, $800,000 for Advanced Academies, $620,000 for local P-16 councils and program costs, $1,600,000 for PREP and $180,000 in lottery funds)

The Georgia Pre-School-Post-Secondary Education (P-16) Initiative is designed to reduce systemic problems in public education; to increase the academic readiness for post-secondary education of students who are in at-risk situations; and to increase post-secondary options for high school students who are gifted academically or technically. It represents the core effort of the University System to increase significantly what is expected of students while helping them raise their aspirations and improve their academic readiness and achievement. It involves the commitment and efforts of the heads of four public education agencies, key legislators, educators, business leaders, and youth advocates.

There are three strands of work: 1) supplemental programs for students in at-risk situations and for gifted students; 2) development of P-16 seamless education; 3) and the co-reform of schools and teacher education.

The Georgia P-16 Council is promoting voluntary changes in public education. Through local P-16 councils, schools, colleges, and technical institutes are developing seamless pathways for students from pre-school through post-secondary education, and focusing teacher preparation and teacher development on practices that will lead to improved student achievement in schools. During FY99 the primary foci of local P-16 councils are: 1) the redesign of teacher preparation programs by faculties from colleges of arts and sciences and education in partnership with P-12 schools (11 councils) and 2) a pilot to develop academic and performance standards and assessments of what students need to know and be able to do to enter college, technical institute, or work (at level 12) and to move from two-year to four-year college or into the workforce at level 14 (four councils).

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There are two pre-college components to the P-16 Initiative: The Post-Secondary Readiness Enrichment Program (PREP), a statewide supplemental academic program offered to 7-12 grade students in at-risk situations to facilitate their access to post-secondary education; and academies for gifted high school juniors and seniors, that make it possible for participants to earn high school and college credit while enrolled full-time in college courses. Fifteen local P-16 councils, nine school-college-technical institute PREP sites, two gifted academies, and a statewide network provide the infrastructure necessary to build grass-roots support, to offer programs, and to pilot new directions. A P-16 linked student database to support evaluation is in the pilot stage of implementation.

PREP is in its third year of operation, and services are now being offered to 14,000 students who are attending 133 high schools and 249 middle schools throughout the State. During this fiscal year increased efforts have been made to engage parents as partners in PREP. The mentoring component of PREP, which originated in FY98, was greatly expanded in FY99.

There are two gifted and talented academies that fall within the Office of Pre-School Programs: the Georgia Academy of Mathematics, Engineering, and Science (GAMES) at ***Middle Georgia College*** and the Advanced Academy of Georgia at the ***State University of West Georgia***.

The Georgia Early Mathematics Placement Test (GEMPT) is designed to help students take the mathematics course during their senior year of high school that would be most beneficial for success in college. During FY99, the second year of the GEMPT pilot, 24,000 students from 22 school systems are participating in the pilot.

The purposes of the Georgia P-16, multi-agency linked student database are: 1) to monitor student progress from pre-school through post-secondary education, and eventually, into the labor market; and 2) to provide information to Georgia's educational agencies, institutions, and state and local P-16 councils on the success of various initiatives in improving student learning. To date agreements are in place between the University System of Georgia (USG) and the Department of Technical and Adult Education (DTAE), and between the USG and Public Service Commission (PSC). Agreements are under development between the USG and Department of Education (DOE), DOE and DTAE, DOE and Office of Student Readiness (OSR), and DOE and PSC. Further bilateral agreements with the Georgia Student Finance Commission (to track HOPE scholarships) are being considered.

The Next Step — Taking Graduate Education to the Next Level

Appropriated: $3,887,370 (FY97), $4,015,968 (FY98), $4,015,968 (FY99)

The goals of this initiative include improving the quality of the University System's research universities, strengthening selected graduate programs, strengthening the historically black colleges, strengthening links between the System's institutions, and contributing to the State's economic development. Programs are under way at the following institutions:

- ***Medical College of Georgia***: funding supported both student stipends and a program administrator for the system-wide M.D./Ph.D. program and supported graduate education in a variety of cellular core facilities;
- ***Savannah State University***: the public administration program was enhanced by providing graduate assistantships and student funding for conference attendance as well as a graduate survey. The first class of Master of Social Work students graduated and a successful site accreditation visit occurred.
- ***Georgia Institute of Technology***: targeted support was provided for 11 faculty members in several schools developing prominence in materials for nano-technology. Funding also was used for equipment and renovation costs and for the Microelectronics Research Center;
- ***Georgia State University***: support was provided for the new School of Policy Studies. Cross-disciplinarity was enhanced by the hiring of a number of jointly-appointed faculty;
- ***Fort Valley State University***: research and extension was enhanced by the hiring of three faculty positions in food and animal sciences, who developed a new curriculum for degree programs in these areas;
- ***University of Georgia***: instructional programs related to the Doctor of Pharmacy degree were upgraded. A new faculty member was hired and a state-wide training site for clerkship activities was expanded and;
- ***Albany State University***: the university continued efforts to achieve national accreditation in several areas of graduate education: business, public administration and education, as well as to provide materials for graduate programs and assistantships.

Governor's Initiative in Internet Access

Appropriated $9,555,676 (FY98) $2,564,000 (FY99)

The goals of this initiative are: to provide Internet access for all citizens of Georgia involved in educational opportunities including K-12 school districts, libraries and technical schools; to provide three Internet dial-in accounts per site through CampusGWIX; to provide access for this group to GALILEO on-line databases; and to provide connectivity through PeachNet. The initiative provides Internet connections for each school district (181), for each public library per county not already connected (101 out of 159), access to GALILEO on-line library databases, and three Internet dial-in accounts per site. The funding allocated covers the costs of installation, equipment, data circuits, upgrades to the PeachNet backbone to handle the increased load, and on-going maintenance and monitoring. As of December 1, 1998, 239 sites have been installed with the remaining 43 scheduled for installation in early 1999.

At A Glance

Initiatives Initially Funded in the 1998 Legislative Session

Statewide Desktop Learning Network

Appropriated: $2,000,000 (FY99)

The goal of this initiative is to work with representative System institutions (from each institutional category, i.e., research, regional, four and two years) to prototype a statewide Desktop Distance Learning Network. The initiative focuses on meeting the education needs of working professionals throughout Georgia (teachers, entrepreneurs, health professionals, scientists, engineers, etc.). An advisory committee has been established and a program director has been hired to manage the development of the Desktop Network project. Key technology and instructional partners and prototype components have been identified. Online course protoypes are being developed and as well application structures and needed faculty support services. Key technology components have been purchased and institutional partners have been identified.

Investing in Instructional Technology

Appropriated: $3,000,000 (FY98 - Lottery), $5,000,000 (FY98 - Amended), $6,000,000 (FY99)

The goals of this initiative are: to preserve and protect the state's investment in the University System of Georgia's technology infrastructure; to maintain the University System's leadership among states in the development and use of technology to support education; to assure that all University System institutions have equal access to the technology necessary to compete in today's education marketplace; and to support the economic development needs of the State by maintaining an effective, state-of-the-art system for delivering instructional services. Funds have been used to provide ongoing maintenance critical to teaching and learning, replace obsolete equipment and provide resources and maintenance personnel across the System. Several institutions have used funding to improve GSAMS capabilities, purchase needed equipment for chemistry and physics laboratories, and to provide Internet access for research personnel. Funds were also used to train additional faculty and staff in the effective use of technology in the classroom.

Other Funding

ICAPP — Georgia's Intellectual Capital Partnership Program (ICAPP)

Appropriated: $4,500,000 (FY97), $3,280,357 (FY98), $4,120,357 (FY99)

The Board of Regents' economic development programs are organized under the Intellectual Capital Partnership Program (ICAPP). ICAPP works to support Georgia's economic development by leveraging University System assets to:

- attract high-quality jobs and strategic new industry;
- support the growth of Georgia's established businesses;
- prepare Georgia's work force to meet the present and emerging needs of business and industry; and
- develop active partnerships with business and industry, government, cultural, and social organizations in order to analyze, project, and respond to changing state and regional needs.

ICAPP, which was started in FY97, was funded in five parts in FY99: (1) ICAPP Advantage: $1,380,357 (a recent study by the Economic Forecasting Center at Georgia State found that ICAPP Advantage provides more than a 15:1 return on the State's investment); (2) ICAPP Access: $56,000 (all ICAPP Access products are available on the ICAPP web site (HYPERLINK http://www.university system of georgia.edu/icapp) www.university system of georgia.edu/icapp); (3) ICAPP Needs Assessment: $505,000; (4) ICAPP Regional Programs: $500,000 (***Georgia Southern University*** directs the pilot project for ICAPP Regional Programs); (5) ICAPP Information Technology Strategic Response Initiative: $1,673,000 (to address the shortage of information technology (IT) professionals in Georgia).

Status of Capital Projects

Appropriated: $82,295,000 (FY96-97), $146,298,000 (FY98) $205,250,000 (FY99)

The General Assembly funded 28 capital projects totaling $205,250,000 for FY99.

Equipment, Technology and Construction Trust Fund (ETACT)

Appropriated $74,221,347(FY 94-98), $15,000,000 (FY 99)

The goal of this initiative is to allow the University System of Georgia to address equipment, technology and construction needs by leveraging state lottery funds with funds from other sources. ETACT has provided for the purchase of equipment, installation of infrastructure, renovation and construction of facilities to enable institutions to expose students to technology. Specifically, funds have provided for advanced research equipment, computers and software and some facility retrofits to support the equipment. The ETACT is funded through the Lottery for Education. The System matches the appropriation on a one-to-one match with funds from other sources; in FY98, a total of $76,450,890 was raised using this formula.

Endowed Chairs

Appropriated: $2,500,000 (FY99)

Funds help attract eminent scholars to join the faculties of System institutions. Institutional foundations contribute 75 percent and the fund contributes no less than 25 percent. Funds appropriated in FY99 helped to establish Endowed Chairs at ***Armstrong Atlantic State University, Columbus State University, Georgia Southern University*** and ***Macon State College*** (two chairs).

Governor's Merit Salary Increase Commitment, FY 1999

Appropriated: $59,890,116 (FY96), $64,686,756 (FY97), $69,100,000 (FY98), $69,638,949 (FY 1999)

Merit salary increases averaging six-percent have had a dramatic impact on both the recruitment and retention of distinguished faculty at University System institutions. In FY 1996, the first year of the salary increase commitment, Georgia moved ahead of North Carolina, Tennessee and Florida. In FY 1997, the second year, Georgia fell back one position because North Carolina provided a substantial increase. The continued support has been vital to maintaining Georgia's position in the Southern region. Although reports have not been finalized for FY 1998, Georgia is projected to finish in the top quartile of states in the Southern Regional Education Board (SREB) region. The five year rate of increase in all SREB states for four-year institutions was 15.0 percent, compared to 20.5 percent for the University System of Georgia.

University System salary increases were distributed to faculty and staff on the basis of merit, a true pay-for-performance system. The table on page 11, "*University System of Georgia, Salary Increases for FY 1999,*" shows the range of distribution. This range reflects the deliberative process used to evaluate and reward employees based on performance.

The following are some individual and institutional examples of the effects of the average six percent merit salary increase:

- ***Georgia Tech*** faculty have received 28 CAREER awards from the National Science Foundation (NATIONAL SCIENCE FOUNDATION) since the award's inception in 1995 and the institution ranks third in the nation in the total number of CAREER awards given. The NATIONAL SCIENCE FOUNDATION CAREER awards are given to new faculty in science and engineering who have demonstrated high promise in the areas of teaching and research. Also at Tech, since 1991, six faculty members have been elected to membership in the prestigious National Academy of Engineering (NAE) (five individuals) and the Institute of Medicine (one individual). Five honorees who received their awards prior to coming to Georgia Tech have been added to the faculty since 1991, including one member of the National Academy of Science (NAS). In 1998, a regent's professor in Earth and Atmosphere Sciences, was elected to membership in the NAS. Currently, Tech has 12 NAE members, two NAS members, and one faculty member who holds joint membership in the NAE and the Institute of Medicine.
- **Dr. Thomas Z. Jones**, vice president for academic affairs at ***Columbus State University***, reports that his institution has experienced great success in recruiting new faculty as a result of the competitive salaries that the institution can now offer. Dr. Jones adds, "We have seen several retirements of senior faculty in recent years. Quite frankly, I was concerned about the University's ability to be competitive nationally to attract the best qualified replacements. I have been very pleased with our results. We are seeing a larger number of well qualified applicants and have been pleased with our success in bringing the best and most talented to Columbus State University. Georgia is recognized nationally as a great state for higher education. The word has circulated." In 1998-1999 Columbus State has been able to fill 14 faculty vacancies, all with top-notch, well-credentialed educators.
- ***Coastal Georgia Community College*** is also pleased with the results of the Governor's commitment to raising faculty salaries. **Dr. Douglas Tuech**, vice president for academic affairs says he is extremely encouraged by the impact the salary increases have had on his institution. He reports that Coastal Georgia Community College has experienced a very low faculty turnover rate and largely contributes this to the salary increases. He also states that they are attracting quality personnel that might not have been interested before the salary level became competitive.
- ***Dalton College*** has recently attracted qualified personnel to fill vacant positions in the English as a Second Language Program and in Institutional Research. These faculty members came to Georgia from systems in Michigan, Canada and various other places. The institution attributes the ability to attract these individuals to the competitive salary packages that they are able to offer prospective faculty. Dalton is encouraged by the diversity that these faculty bring to the staff and to the institution.
- ***Georgia Southwestern State University*** has needed to replace retiring faculty in a third of its academic departments over the last year. Additional faculty were needed in other departments.

Merit Salary Increase

Further, a new library director, a director of instructional technology, and a dean of business were needed. The institution reports they have been able to fill these positions with highly qualified professionals. Georgia Southwestern contributes this success to quality programs and regionally competitive salaries. Faculty playing leading roles in the development of distance education programs and faculty providing important research opportunities to students in biology and geology have been recruited and/or retained because of the financial security resulting from the salary support provided. Georgia Southwestern also recognizes that the continuation of this commitment to raising salaries is critical to the future operations of the institution.

Weighted Average Salaries and Salary Rankings of Full-Time Faculty at Public Four-Year Institutions

Southern Regional Education Board (SREB) States: 1997-1998

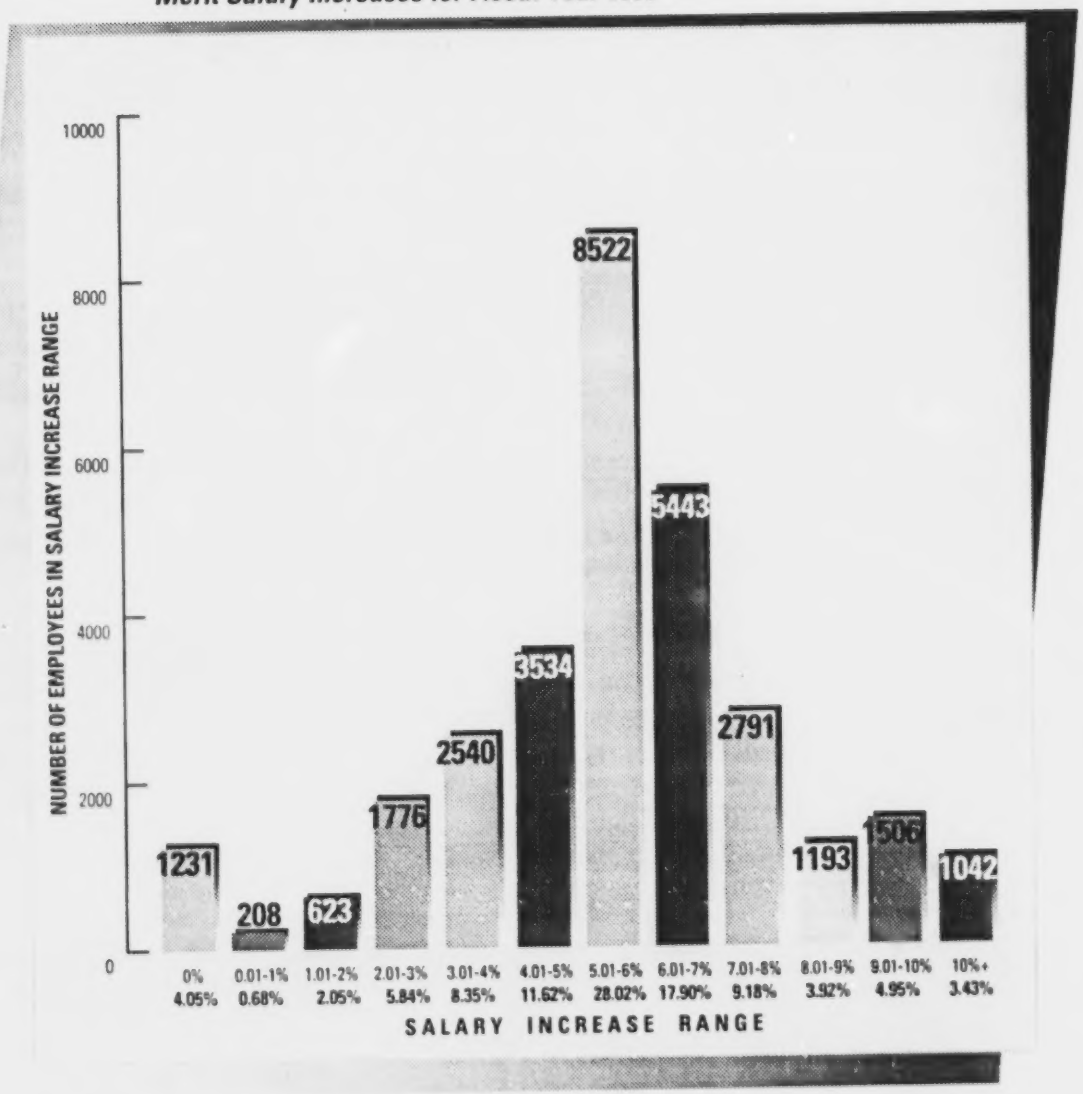
Rank	*State*	*Average*
1	Virginia	$56,255
2	**Georgia**	**$56,219**
3	Maryland	$55,176
4	North Carolina	$54,930
5	Florida	$53,862
6	Texas	$51,197
7	Kentucky	$50,996
8	South Carolina	$49,850
9	Tennessee	$49,490
10	Oklahoma	$47,614
11	Alabama	$46,762
12	Mississippi	$46,020
13	Arkansas	$44,964
14	West Virginia	$44,943
15	Louisiana	$44,880
	SREB States	**$51,165**

Source: SREB State Data Exchange

Merit Salary Increase

University System of Georgia

Merit Salary Increases for Fiscal Year 1999



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FY 1999 System-Level and Institutional Redirection

Redirected: $62,000,000 (FY99)

The Board of Regents budget for fiscal 1998-99 called for the redirection of $62 million in institutional and systemwide funds consistent with the Governor's mandate. Over the past three fiscal years (FY97-FY99) the University System has redirected a total of $215,228,934. University System institutions were requested to redirect a total $36.5 million according to Board approved parameters: from low to high priority programs, from administration to direct instruction and services, to increase productivity, to support retention and graduation strategies and to support economic development initiatives related to computer and telecommunications industries. System institutions offered redirection plans of $43.2 million, in excess of the requested $36.5 million.

The Board's budget also provided that a total $25.5 million would be redirected from system-level funds. The system-level redirection parameters place emphasis upon collaborative programs, programs that are consistent with patterns of national excellence, economic development, strategic admissions, retention and graduation initiatives and the Board's strategic policy directions, including advances in information technology.

A total of $21 million in system redirection was done through funding institutional requests which had specific relevance for systemwide strategic goals. An additional $4.5 million funded other critical systemwide initiatives to make up the balance of the required $25.5 million in system level redirection. The institutional requests fall into several major categories:

Instructional Effectiveness ($3,200,000)

Included are programs or projects designed specifically to enhance instruction throughout the institution or in specific program areas. Major programs include ***Georgia State University's*** program to strengthen interdisciplinary efforts in the sciences, work with local schools on teacher education co-reform, and improve English and writing across the curriculum. Other initiatives include increases in faculty and instructional support positions at ***Armstrong Atlantic State University, Augusta State University, Kennesaw State University*** and ***Columbus State University***, institutions which have also experienced recent enrollment growth.

Economic Development ($721,000)

Within this category, redirection funding provided for an economic outreach program at ***Georgia Southwestern State University*** that would entail cooperation with ***Columbus State University*** and ***Abraham-Baldwin Agricultural College***. Funding also piloted a program at ***North Georgia College and State University*** to train new computer programmers.

It should also be noted that the new and continuation funding received under the ICAPP initiative will help launch a major systemwide economic development effort to prepare computer programmers, information technologists and software specialists. Five institutions including ***Southern Polytechnic State University, East Georgia College, Valdosta State University, Macon State College*** and ***Clayton College & State University*** will receive $1.6 million in ICAPP funds for workforce development and information technology center initiatives. Additionally, residual ICAPP funds will be available for working with industry initiatives in this and other areas.

Technological Innovation ($3,700,000)

A total $1 million supported 15 University System institutions in the second phase of the GALILEO project. The $1 million represents the University System's match for the $2 million provided in the FY 1997-98 Supplemental Budget for this important Board initiative. In addition, funds are provided for the ***Medical College of Georgia*** retrofit of management information systems to meet Year 2000 needs and for ***Kennesaw State University*** to launch a web-based instructional development program.

Increasing Productivity ($4,800,000)

Included in this category are programs and activities that are designed to improve both instructional and administrative productivity. Examples of major activities include improvements in services to students at ***Georgia Southern University, Southern Polytechnic State University, Macon State College*** and ***Columbus State University***. Funds are provided to many institutions across the system

Redirection

for BANNER student information system and PeopleSoft financial system implementations which are designed to improve financial and other services to students.

High Priority Academic Needs ($5,700,000)

Redirection funds in this area provide new faculty in growing academic programs, support reductions in class size and add faculty in support of key mission-related programs. Examples include funding for 36 new faculty positions at the ***University of Georgia***, six faculty positions in the arts and sciences at ***Georgia College and State University***, three faculty positions at the ***State University of West Georgia***, ten faculty and support positions at ***Gordon College*** and five faculty positions at ***North Georgia College & State University***, funding for faculty positions to assist ***Savannah State University*** attain national accreditation of its Masters in Public Administration program and support for library improvements at ***Atlanta Metropolitan College*** and ***Georgia Southwestern State University***.

Collaborative Projects ($924,000)

This category includes collaborative projects such as the Distance Education Collaborative program between the ***Medical College of Georgia*** and ***Columbus State University*** in occupational therapy, the Educational Leadership Program at ***Albany State University*** in cooperation with ***Georgia College & State University*** and ***Georgia Southwestern State University***, a collaborative program between ***North Georgia College & State University*** and ***Gainesville College*** and a collaborative program in developmental studies at ***Abraham Baldwin Agricultural College*** which will involve ***Waycross College***, ***South Georgia College*** and ***Bainbridge College*** with faculty teaching developmental classes on the ***Valdosta State University*** campus.

Increased Funding for New Facilities ($3,000,000)

Due to an unprecedented addition of new facilities being added to the system in the past several years, institutions made specific requests for additional funding for operating costs. This year's redirection of system funds provided $3 million to support new facilities at ten institutions.

System Services to Institutions ($3,500,000)

An additional $3.5 million supports the PeopleSoft Human Resources and Financial Accounting System implementation. Fiscal year 1999 marks the first full year for this vital activity with the primary project goal to complete implementation of human resources and payroll components at all participating institutions by July 1, 1999. Funds provided in FY 1998 helped pay for software acquisition, hiring of staff, database servers and network upgrades, consulting support and initial training for institutional and system-level personnel actively engaged in the implementation project. This additional budget allocation allows for the continuation of current project activities to complete the initial project phase and ongoing support for institutions once they convert to the new system.

The implementation strategy adopted for the project assumes the central office will continue to provide primary support to institutions in both technical and functional areas. In addition, the software project will add functionality in areas such as budgeting, procurement, human resource administration and financial reporting.

Initiatives Funded in 1995-1997 Sessions

GALILEO - One Statewide Electronic Library

Appropriated: $9,922,000 (FY95, FY96), $3,822,000 (FY97), $3,880,768 (FY98) (includes $2,000,000 in Supplemental FY98 for GALILEO Interconnected Libraries), $6,230,000 (FY99) (includes $1,000,000 in FY99 for GALILEO Interconnected Libraries)

The goals of the initiative are:

- to provide universal access to materials and information services for Georgia citizens; and
- to establish an information infrastructure which will place the University System in the forefront of information technology, enhancing its reputation, along with PeachNet and distance education.

Initiative update:

Coordinator: **Ms. Jayne Williams**, Executive Director of Virtual Library, Customer, and Information Services, Office of Information and Instructional Technology

- GALILEO recorded 3,855,257 log-ins, 6,195,715 searches, and 2,110,820 full-text articles as of October 31, 1998.
- As of October 31, 1998, 34 University System institutions (including the central office), eight System resident centers, the Governor's office, three legislative research offices, 159 public libraries, 34 technical institutes (including the central office), 192 K-12 school systems/training centers, and 38 private higher educational institutions subscribe to the system.
- A committee comprised of librarians from each GALILEO constituency (Board of Regents, Department of Education, Department of Technical and Adult Education, and private educational consortia) continue to meet monthly and work collaboratively to make GALILEO the best virtual library in the country. An electronic collections development committee is working to ensure that core materials are selected which will benefit the entire GALILEO community.
- GALILEO Interconnected Libraries, a multi-year project to implement a single library automation system in University System libraries, went live at its first site, the Medical College of Georgia, on November 12, 1998. This is the GALILEO II project, which received $2 million in funding in the FY98 Amended Budget. The addition of a library automation system to GALILEO will make on-line access easier for patrons and staff. It will integrate in one system a web-based online union catalog of all the book collections of the University System (more than six million volumes) and provide required business functions. Users will be able to initiate requests for books from other libraries directly from their computers at home, residence halls, or within the libraries.

Financial Report:

FY99 GALILEO Budget

Item	*Ongoing*	*Lottery*
Database Subscriptions		$1,799,593
Resource Fee	$377,176	132,533
Universal Borrowing	376,324	
Software/Hardware	97,533	6,874
Training	39,967	
PeachNet	1,400,000	
Total	**$2,291,000**	**$1,939,000**

GALILEO

FY99 GALILEO Interconnected Libraries Budget

Item	*Ongoing*	*Lottery*
Hardware	$533,419	
Hardware Maintenance	36,817	
Software	99,993	
Training	170,000	
Personnel	118,871	
Supplies	20,500	
Travel	20,000	
Total	**$1,000,000**	

FY98 Supplemental GALILEO Interconnected Libraries Budget

Item	*Ongoing*	*Lottery*
Endeavor Automation Software		$1,248,738
Union Catalog Development		201,189
Data Conversion		328,603
Software Installation		16,800
Hardware		204,665
Total		**$2,000,000**

A review of GALILEO received from a board of education member in a rural Georgia county:

"This is FANTASTIC. When I compare doing research through Internet and GALILEO with the drudgery, frustration and wasted time I usually encounter when I use a traditional library, I can't begin to list all the advantages. It's great to work at my own schedule; I don't have to drive; I can go through so much beginning research so that when I do go to the library my time is better spent and much more profitable (printed bibliography in hand); it is faster. ... It's like finding a "gold mine" in your own backyard. Perhaps best of all, it didn't take long at all to become oriented to the system and understand how to use it effectively — it is very friendly, even to the inexperienced novice.

Thank you, whoever are the masterminds behind such a practical and amazing system. ... I no longer feel "out of the loop" just because we live in small, rural town with limited access to large collections of resources. Now I am also a player."

Connecting Teachers and Technology

Appropriated: $9,900,000 (FY95-96), $7,900,000 (FY97), $8,003,500 (FY98), $7,891,607(FY 99)

The goal of this initiative is:

- To increase the number of courses which integrate technology into the instructional process by preparing teachers to use various technologies, to teach via distance learning networks, and to explore the contributions of technology to instruction.

Coordinator: **Dr. Kris Biesinger,** Assistant Vice Chancellor for Distance Education and Academic Innovation, Office of Information and Instructional Technology.

Initiative Update:

- **Faculty Development Institute** — Sixty faculty representing all 34 institutions are participating in a variety of instructional technology development activities throughout 1998-99. Participants choose among on-line courses, Web-based discussions, and hands-on training in topics which include: delivery of class content electronically via GSAMS, satellite, and the World Wide Web (WWW); pedagogical and technical issues; presentation technologies, video and multimedia production; and Web site development. Central to all activities are synchronous and asynchronous discussions about what the technology can do for the learning process. Training experiences are applied to the development of technology infused courses. Each participant redesigns at least one of the courses taught during the academic year. A Project Manager of Emerging Instructional Technologies researches technology advances, explores the implications for System infrastructure and faculty development; and partners with faculty in developing projects that demonstrate pedagogical sound use of emerging technologies.

- **Campus Instructional Technology Support** — Continuation funding (for salary, benefits, and potential merit increases) was allocated for Instructional Technology Support Specialist (ITSS) positions on each campus and at a number of residence centers and off-campus sites to provide support for course development and faculty mentoring activities. These specialists provide a variety of services to faculty including instructional, technical, and GSAMS support. Funding provides the ITSS specialists with training in the critical areas of hardware support, networking support, and general preparation for faculty instructional technology needs.

- **University System of Georgia Teaching & Learning Grants** — In the FY99 round of course development grants, out of 71 proposals submitted, 23 were funded, bringing the total number of courses developed over four years to 91. Emphasizing collaboration, grants were awarded to faculty at 13 Institutions across five primary review categories including: Health Sciences, Humanities, Natural Sciences, Social Sciences and Education. These primary review areas encompassed a broad array of specific disciplines and included several which spanned interdisciplinary areas. These exemplary, credit courses may serve as model programs that can be replicated by other institutions.

- **Instructional Technology Classrooms** — Two classrooms continue to be utilized for training faculty on the multiple uses of technologies in the classroom. Offerings included: Introduction to Multimedia, Desktop Presentations For Classroom Instruction, Authorware Basic and Intermediate Training, Creating World Wide Web Pages with HTML, Planning for Effective GSAMS Delivery, and Model Teaching via GSAMS. Funding covers maintenance and upgrades and annual software license fees.

- **Campus technology upgrades** — Each campus received a funding allotment to be used toward technology upgrades, renovation for technology integration, or new acquisitions. The research and regional universities received $135,000 each, the four year schools plus Georgia Perimeter College and Macon State College each received $90,000 and the two-year schools each received $45,000. The funding supports institutional upgrades of instructional technology including computers, printers, network connections, video and projection equipment, and support of specialized classrooms needs such as GSAMS equipment, discipline specific software, language laboratories and science laboratories. Additionally, funds in this category are used for System-wide benefit for purchases of instructional software or for special circumstances such as support of desktop videoconferencing and videostreaming development efforts.

- **Instructional Programming** — The Initiative funds on-line training in instructional technologies from vendors such as GartnerLearning, CBT Systems, and Convergent which are available to fac-

Teachers & Technology

ulty and Instructional Technology Support Specialists across the System. Institutional training programs with content relevant to the broader system audience have been funded for wide dissemination. Support for networked training such as NovaNet is provided. A Project Coordinator administers the on-line vendor accounts, institutionally-generated offerings, and other applications training.

- **Distance Education Support** — For FY99, three distance education project management and coordination positions have been created to address emerging System needs for distance education support and coordination. These positions will increase System ability to address and provide a distance education service role, and to support changes occurring at both state and regional levels. These activities include: coordination of System efforts; encouraging collaboration and reducing duplication of programs for distance delivery; developing, proposing and implementing System distance education policies and procedures; collecting and analyzing data to insure needs are met and resources are used efficiently; providing information dissemination and matchmaking services; and managing agency and vendor relations.

  The Georgia Learning Alliance development is being spearheaded by the distance education team to provide a central focal point for all distance education information in the state. The Alliance will facilitate access to an expanded learning environment, encourage and facilitate workforce development, provide electronic dissemination of the System's distance education offerings and expand access to educational programs aimed at critical areas of need. A *Distance Education Guide Book* is in development to provide information for institutions to consider in planning distance education programs; included will be information on policies, student services, etc. A *Principles of Good Practice* document is in the final stages of development to provide overall policies to assure that distance education programs meet the same high quality standards as traditional programs.

- **Governor's Teaching Fellows** — The Governor's Teaching Fellows (GTF) Program, which works with faculty from both public and private higher education institutions in the State, is jointly sponsored by the University of Georgia's Office of Instructional Development and the Institute of Higher Education. Funding from initiative supports participation by 40 faculty per year in three types of programs—Academic Year, Intermittent, and Summer.

Financial Report:

	Lottery	*General*
Teachers & Technology Support		
Personnel		$411,967
Travel & expenses		77,000
Equipment/supplies	$60,000	24,000
Faculty Development Institute		
Participant Travel & Expenses		118,214
Equipment/supplies	525,000	48,000
Faculty Advisory Committee		15,000
Campus instructional technology support		
Personnel		1,769,670
Supplies	252,000	
University System of Georgia Teaching & Learning Grants	404,510	100,000
Instructional Technology Classrooms	144,000	38,220
Campus Technology upgrades	2,890,000	
Instructional Programming	334,171	150,000
Distance Education Support	90,000	50,000
Governor's Teaching Fellows		
Personnel		265,650
Classroom	115,000	
Reserve	5,319	3,886
Total	$4,820,000	$3,071,607

Connecting Students and Services

Appropriated: $5,848,000 (FY96); $1,300,000 (FY97); $1,338,056 (FY98); $1,355,000 (FY99)

The goals of this Initiative are:

- to improve student movement through academic programs and into careers, by increasing student access to advisors and advisors access to relevant student information;
- to improve the System's capability for tracking student transitions from school to college, through college, and from college to work, by insuring comparable data collection from unit to unit, and compatible systems for sharing it;
- to provide students with accurate and timely information about required college preparations courses, transferability of college credit, and career opportunities; and
- to allow students to acquire college admission information electronically.

Coordination: **Beth Brigdon**, Executive Director, Enterprise Applications Systems, Office of Information and Instructional Technology

Initiative Update:

The Connecting Students and Services initiative provides for the coordination of many technological student services which are designed to improve student transitions from high school to college, through college and to work. There are eight parts of this initiative:

- Automated telephone registration;
- Computerized advising/transfer system;
- Degree audit;
- Access for advisement for faculty & staff;
- E-mail for students and faculty;
- Link minority students with mentors;
- Link high schools and public libraries with counselors;
- Access to the Georgia Career Information System over PeachNet.

Services have continued to expand during FY98 through World Wide Web services that allow students to view their course catalog, schedule of classes, and grades. Institutions can allow students to register themselves or have faculty advisors register the students during advisement via the Web. Additionally, voice response services are available at approximately one-fourth of the System institutions.

Students and faculty associated with the University System of Georgia have continued to experience major improvements in accessing administrative information since the inception of this initiative in FY96. The following examples demonstrate advances for students, prospective students in Georgia high schools, faculty, and administrators:

Access to hardware and software for the Interactive Voice Response System was provided to the institutions running SCT's Banner Student and Financial Aid Information System. Institutions have taken advantage of this technology to provide their students with the ability to register via a touch tone telephone. Several institutions also are investigating upgrading the original systems to accommodate more students in a faster and more efficient manner.

The Curriculum, Advising, and Program Planning module of the Banner Student System is now fully available and will improve advising and curriculum tracking for students as they progress in their respective degree programs. This module will also be used to assist with the administration of the Core Curriculum Transfer Agreement among all University System institutions.

Using the modules provided with the SCT Banner System, the 31 institutions running this software now have the ability to use the World Wide Web to allow students to register for classes and faculty to assist with advisement.

Since the inception of this Initiative, all students and faculty continue to maintain electronic mail access for improved communication to support their activities across all initiaties. Funding for hard-

Students & Services

ware and software maintenance to maintain these systems has been provided to the campuses in each subsequent fiscal year.

Through this initiative, high school counselors originally were provided with dial in connections to PeachNet to maintain access to the services of the University System. More recently connections to each K-12 school district have been installed through the Governorís Initiative which will enable not only the counselors, but also more students, to continue to use the Georgia Career Information System (GCIS) to assist students in selecting career and educational paths. The GCIS was also incorporated into the common student admissions application system under development by the University System, GaEASY, which was presented in Phase I of it's rollout in September 1998.

These examples illustrate the great strides made in improving services to students as funded by the Connecting Students and Services Initiative of the University System of Georgia.

Financial Report:

Expense Categories	*State Expenses*	*Lottery Expenses*	*State Raise Allocation*
Allocated to Institutions	**$258,300**		
Personal Services & Support	253,744		$4,961
Software Maintenance	**143,796**		
Software	171,068	$400,000	
Equipment	127,000		
Subtotal by Category	$828,000	$527,000	$4,961
Total Expenditures	**$1,359,961**		
Initiative Allocation-State	$828,000		
Initiative Allocation-Lottery		$527,000	
Total Allocation	**$1,355,000**		

New Formula Funding — Patterns of National Excellence Awards

Redirection: $4,300,000 (FY96), $4,274,731 (FY97), $4,241,849 (FY98), $4,241,849 (FY99)

The goals of this initiative are:

- redirect 18% of new formula funding (total $23.6 million) on a competitive proposal basis under two general categories: National Patterns of Academic Excellence and Program Collaboration.
- develop programs that go beyond the traditional parameters of research and scholarship; and devise, plan and implement creative and unique approaches to creating educational programs which should result in nationally recognized academic achievement and service.
- develop programs that meet state needs through collaborative efforts that are effective and efficient.

Initiative Update:

In FY 96 the University System, for the first time, held a competitive grants process to solicit proposals from institutions for innovative projects with two different thrusts: collaboration and national patterns of excellence. The Board of Regents hoped that this special funding, designated from regular state funding, would encourage institutions to focus on the two of the Board's most important goals: increased efficiency and effectiveness resulting from collaborative efforts within and outside of the University System, and enhancing excellence among institutions by raising program quality to the next level. This was also the Board's first effort to allocate funds to institutions on a basis other than incremental increases associated with increased student enrollment. The institutions responded to this challenge by submitting 190 proposals for projects to enhance collaboration and 31 projects to enhance national patterns of excellence. As a result of the competitive review process, 21 collaboration and three national patterns proposals were funded.

This year the Central Office conducted reviews of each of the programs funded under both the Patterns of National Excellence and Program Collaboration initiatives. The review sought to determine which programs had successfully met their goals. As a result, all three National Patterns projects and 16 of the original 20 Program Collaboration projects retained their funding.

In September 1998 the Board's Education, Research, and Extension Committee considered ideas on how to redirect funds from projects not renewed to support emerging Board strategic initiatives. The Committee directed that the new round of collaborative funding should be focused on filling the gaps based on the previous funding contest. The Committee directed that the Senior Vice Chancellor for Academic Affairs select several projects from a limited list of potential initiatives which highlighted both Board interest areas and state needs. Negotiations are now under way with several institutions to initiate new collaborative projects.

National Patterns of Excellence

Floyd College

American Sign Language Immersion Training Program for Interpreters (ALSLITPI)

Appropriated: $113,000 (FY96), $100,000 (FY97), $100,000 (FY98) $100,000 (FY99)

The purpose of the establishment of the American Sign Language Immersion Training Program for Interpreters (ASL ITPI) at ***Floyd College*** was to utilize new technology to meet the tremendous need for training of qualified persons to serve as interpreters for persons who are Deaf, particularly in educational and agency settings. The original funding was for $313,000 over a three-year period to establish the training program beginning in July of 1995.

The original plan for measuring effectiveness was to see how many students entered the program versus how many students secured national certification or full-time employment as interpreters after completing the program. National certification is costly and requires one day to pass the national certifying examination. In the meantime, graduates are securing valuable experience as interpreters in the field as they strive toward the goal of national certification. To date 22 students have graduated from the program. Nearly all are working as interpreters.

A Director was hired in October of 1995 and classes began in January of 1996. The program was designed to have two tracks: a one-year track leading to a certificate of completion of the ASL ITPI, or a two-year track that added additional courses to the ASL ITPI curriculum to earn the A.S. degree in Human Services, Interpreter Training Option.

Upon receipt of applications to the program, it was determined that the majority of applicants were non-traditional students who were seeking the training to better their positions or seek new positions as interpreters for persons who are deaf. Consequently, classes are offered in the evenings on Tuesdays and Thursdays from 5-9 p.m., with some additional work done independently on the student's own time.

During the first year, hardware, software, print and video supplies were purchased and utilized by the students in every class. A laboratory was set up exclusively for use by the ASL ITPI students. An extensive library of print materials and videotape and CD-ROM materials was also established. The Floyd College library purchased more than $10,000 worth of ASL and interpreter training materials.

The first quarter of classes begin in January of 1996 with four students. Once fluency in the language has been established, students can begin the program during the quarter, as courses offered are not in sequence and do not build on each other. Spring quarter of 1996 added an additional two students to the program, and summer added three more, giving a total of seven during that quarter (one dropped out due to personal problems.) In the fall quarter two more students joined the program, giving a total of ten students in the program during that quarter. By the end of fall quarter 1997, two students had completed the requirements for the one-year certificate branch of the program and both secured employment full-time as interpreters.

During the winter quarter of 1997, two more students joined the program and two student completed the requirements for graduation. Three of the students enrolled in the Communication 112 class, the first time it had been offered at Floyd College, completed the course and then achieved a status of "Intermediate" or above on the SCPI, and all three eventually entered the ASL ITPI. This course was offered statewide over the Georgia Statewide Academic and Medical System, (GSAMS), with additional sites in Douglasville and Jesup, Georgia. The class had a total of 24 students enrolled. This was also the first time that one of the sequential courses offered by Floyd College led to students begin admitted to the ASL ITPI, and the first time that a sign language course had been offered over the interactive satellite system.

At the end of spring quarter 1997, the first student graduated with the A.S. in Human Services, Interpreter Training Option, summa cum laude with a 4.0 grade point average. There were four students in the program during the summer of 1997, giving a total of nine students who had completed the requirements of the one-year certificate program and one student who had received the A.S. degree. Five students are presently enrolled to complete the requirements of the degree program and have completed the one-year certificate program. Four additional students have taken some of the courses of the program and may return to complete their requirements.

In the summer of 1997, **President Lynn Cundiff** suggested to the director that the entire ASL ITPI be offered over GSAMS, and subsequently distance learning technology was added to the Instructional Technology Project. In the fall of 1997, 15 students were registered for classes in the ASL ITPI, with classes broadcast from the Floyd College site in Rome over the interactive satellite network to Warner Robins, Riverdale and Columbus. These students were all issued laptop computers from the ITP, and now are on-line in communication with instructors and using the CD-ROM texts with their laptops that are offered in some courses. They have access to the GALILEO library system, the Internet, and e-mail with their instructors 24 hours per day. This new technology is now added to the already existing interactive satellite GSAMS technology and the Macintosh BurtonVision programs already being utilized.

During the fall quarter 1998, 27 students were enrolled in the ASL ITPI, and sites included Rome, Macon, Columbus, Atlanta, Statesboro and Savannah. All of these students were issued laptop computers and had access to the CD-ROM and library facilities. There will be an attempt to place Burton Vision systems at these sites in the near future. Interest in the program has grown tremendously in recent months. A mailing list contains more than 250 names, and these persons are sent updates quarterly on deadlines for application and scheduling of the SCPI. Several school systems are sponsoring or have expressed an interest in funding students in the program, and this will lead to more highly qualified interpreters in the schools and the agencies in which interpreters find employment.

Medical College of Georgia

Effective Telemedicine — Mental Health System Service, Research and Education ("The Telepsychiatry Project)

Appropriated: $500,000 (FY96), $495,000 (FY97), $498,000 (FY98), $498,000 (FY99)

This project is aimed at creating and maintaining a comprehensive telecommunication program in mental health to serve an historically underserved group of patients, the mentally ill. Advanced telecommunication technologies are used to provide an equitable distribution of mental health services and resources. The project also aims to foster interdisciplinary collaboration between the Georgia Department of Human Resources (GDHR) Division of Mental Health, Mental Retardation, and Substance Abuse (MHMRSA) and the ***Medical College of Georgia*** (MCG).

The project's initially designated service area, that of the Regional Hospital in Augusta (23 counties), involved three remote sites. Today, Georgia Statewide Telemedicine Program

(GSTP) remote sites in Athens, Gracewood, Eastman, Wrightsville, Waycross, and Warrenton participate in telepsychiatry. Telepsychiatry clinics occur regularly at Athens Family Counseling Services/Clark County (6 clinics per month), Johnson County Center for Community Health in Wrightsville (11 clinics per month), Community Service Board in Waycross/Ware County (2 clinics per month) and Tri-County Health Systems, Inc. in Warrenton (4 clinics per month). Pediatric neuropsychiatric evaluations occur monthly in Waycross, Thomasville, and Wrightsville. Child, adolescent, and family telepsychiatry services are offered, as is a teaching seminar at Athens Family Counseling.

Rhonda Vought, M.D., the project telepsychiatrist, has developed a regular training rotation in telepsychiatry for Psychiatry residents. She delivers live supervision for residents providing long-term psychodynamic telepsychiatry. Telepyschiatry is also part of the senior resident elective in community mental health where residents participate in two half-day telepsychiatry clinics weekly. By funding a distance learning system for the Telemedicine Center's Lab and Learning Center, the project enables Dr. Vought to supervise psychiatry residents remotely, as well as to provide education and clinical evaluations to Telepsychiatry project participating sites.

A multidisciplinary Child Neuropsychiatry Clinic brings together professionals in pediatric neurology, child psychiatry, psychiatric nursing, social work, behavior management, and occupational therapy to address complex problems in an integrated fashion not typically available, especially in rural areas.

These activities have continued to accelerate the rate of telepsychiatry consultations from one per week in the early phases of the program to one per day at this time last year to two per day now. Thus far in academic year 1998-99, the accelerating rate of general telemedical consultations at the MCG stands at 134 per month. Telepsychiatry itself now accounts for 43 per month. From July 1996 to December 1998, there were 780 clinical encounters involving 619 total patient visits. Of these visits, 174 were new patient visits and 445 follow-up visits. Children account for 7.8 percent of total telepsychiatry activity. Of further note, 43 percent of patients seen by telepsychiatry have seen no psychiatrist previously, suggesting that psychiatric care was not otherwise available to them. For these patients, the program is not merely enhancing mental health care delivery, it is actually establishing it.

The University of Georgia

Interdisciplinary Program in Environmental Toxicology

Appropriated: $241,000 (FY96), $248,000 (FY97), $250,000 (FY98), $790,000 (FY 99-01)

The overall objective the Interdisciplinary Graduate Toxicology Program is to create an interdisciplinary educational research and service program in toxicology at the ***University of Georgia (UGA)***. The program's curriculum has been firmly established, and a series of graduate courses is now being taught. Two parallel tracks were established: human/large animal toxicology and environmental/ecological toxicology.

There is an overlap of core course requirements for each track. Students major in toxicology but receive a degree through the home department of their major advisor/professor.

A major portion of the funds allocated during the program's first three-year funding period has been used to recruit and support graduate students. There are currently 24 graduate students in the Toxicology Program. Six students are receiving Ph.D. degrees during FY 99, the first year of the second three-year funding period. It is anticipated the number will double during the next two-three years.

Approximately 30-40 inquiries are received monthly from prospective students. Six students admitted to the program received stipends the first year (1995-1996), as well as $ 5,000 each to support their research projects. Nine graduate students were successful in competition for similar funding this past year. Nine students from different disciplines are being supported during the third year. In the first year of the second three-year cycle of funding, 18 toxicology graduate students are now supported through the program.

Toxicology program graduates at the M.S. and Ph.D. levels were gaining an understanding of chemical-biological interactions not only through their course work, but through interactions with faculty members and other students in symposia, seminars, journal clubs and research projects. Students have had a number of opportunities to hear and meet leading scientists, administrators and industrial representatives.

A number of Toxicology faculty have well-established, extramurally-funded research projects. An effort has been made each year to provide "seed money" for investigators who have emerging research projects in the area of toxicology and to encourage collaborative efforts by faculty members. The Toxicology program provided $107,378 the first year to faculty who competed for such awards and $53,000 the second year.

Currently there are a number of cooperative research projects with scientists from the Savannah River Laboratory. There is also ongoing cooperative research with scientists in Russia into the effects of radiation at Chernobyl. Assessment of the adverse health effects of drugs and other chemicals on pediatric and geriatric populations is a new focus now underway in the Toxicology Program.

Distance learning is a valuable tool with which to disseminate knowledge state-wide about the hazardous properties of chemical products, and how to judge them. A course in radioecology, offered by distance learning was supported during the first year of the project. Introductory Toxicology is currently being taught solely by UGA faculty members via a GSAMS link with ***Georgia Tech***. In the fall of 1999, UGA began to offer the M. S. Degree in Toxicology by distance learning to both U.S. Government and private industry employees at the Savannah River Site.

Program Collaboration

Program Collaboration

The Program Collaboration initiative sought to identify proposed institutional programs demonstrating a successful combination of the following eight factors: collaborative energy, quality of initiative, enhancement of student access, responsiveness to significant state need, innovation combined with practicality, appropriateness to institutional mission and System planning priorities, reasonable costs in relation to likely benefits, and ability to be assessed. Twenty awards were made for Program Collaboration for a three-year period. After the third year, all programs were evaluated for effectiveness in achieving stated objectives. Following this evaluation, 16 of the programs were recommended for refunding. Four programs were judged by the reviewers not to have successfully met their original objectives: evaluation results indicated that funding for one program should be stopped because the System had begun funding statewide efforts to accomplish the same goal; evaluation results in the other programs indicated, in some cases, that the original idea or program objectives were flawed; in another case, it was determined that, while the program did show promise, it came at such a high cost as to be prohibitive to be implemented statewide.

1. Teacher Preparation for Military Retirees - A Collaborative Effort

Appropriated: $68,500 (FY96), $67,000 (FY97), $69,000 (FY 98), $69,000 (FY99)

Participating Institutions: ***Armstrong Atlantic State University, Coastal Georgia Community College, Liberty County Schools, Fort Stewart***

This military initiative continues to provide a second career opportunity to retiring military personnel and to provide the teaching profession with needed personnel in critical areas. Since the last accountability report, 38 additional individuals have requested and received programs of study. An additional 16 individuals were counseled at ***Coastal Georgia Community College*** from Kings Bay Naval Station and prior military located in this area. Since candidates often request more than one program of study, the total number prepared has been between 80 and 100. At the graduation ceremony held at Fort Stewart in May 1998, 15 individuals formally were recognized as successfully fulfilling all requirements leading to certification. This represents the highest number in one academic year of newly certified prior military teachers to date. Each received a special memento, an engraved paperweight with the inscription, by individual name, recognizing this achievement that was made possible through the "Troops to Teachers" program. With the Troops to Teachers web page coming on line in April 1998, about 400 hits have been identified. Many of these are from active duty personnel located at bases in Korea, Turkey, and Europe. In addition, about five Internet e-mail requests per week, both from local and overseas locations, are received by the Director of the program from military personnel seeking information about the Troops to Teachers program. Indeed, much of the operational activity of this program is now carried out via Internet communication.

2. The Preparation of Minority Teachers - A Collaborative Effort

Appropriated: $145,000 (FY96), $137,000 (FY97), $69,000 (FY98), $69,000 (FY99)

Participating Institutions: ***Armstrong Atlantic State University, Savannah State University***

The collaborative effort between ***Armstrong Atlantic State University (AASU)*** and ***Savannah State University (SSU)***, which allows students to earn their baccalaureate degrees from SSU and their teacher certification through AASU, is now in its fourth year and continues to flourish. Students, through the efforts of the education advisor and faculty members assigned to SSU, are fulfilling all of the requirements for their programs of study while completing the requirements to become teacher certified. Accomplishments to date include: advisement of more than 350 students, successful implementation of student transitional study programs, assignment of 2 full time faculty members to the SSU campus plus the presence of 4-5 additional AASU education faculty members on the SSU campus each semester, increased office hours from 37-40 per week to 45-48 hours per week, an improved system for reporting grades and assuring correct class rolls, increased communication with all department chairpersons on the SSU campus, a marked increase in the number of classes being taught on the SSU campus (14 classes to take place during the spring/99 semester), and continued growth of the program in general. A significant accomplishment includes fitting the teacher certification program requirements into the existing SSU semester programs of study. The result of this work has produced programs of study which require students to complete from 6-9 additional hours to obtain not only their degrees but also teacher certification. A major future goal is to increase collaboration efforts with the SSU administration and faculty to inform students about the option of teacher certification with the purpose of recruiting more pre service educators.

3. Innovative Delivery of the Dental Hygiene College Curriculum

Appropriated: $73,000 (FY96), $72,000 (FY97), $102,000 (FY98), $102,000 (FY99)

Participating Institutions: ***Armstrong Atlantic State University, Coastal Georgia Community College***

The Department of Dental Hygiene at ***Armstrong Atlantic State University (AASU)*** began a collaborative effort with ***Coastal Georgia Community College (CGCC)*** in the fall of 1995 to deliver the curriculum for the Associate in Science in Dental Hygiene degree through distance learning and on-campus courses. The purpose of this program is to attract and accommodate the working dental assistant and/or college stu-

Program Collaboration

dent in rural Georgia who would like to pursue a career in dental hygiene. This collaborative effort has allowed location bound students to conveniently further their education by combining distance learning technology and classes on both campuses, which minimizes the commute required to attend a two year traditional on-campus curriculum. All of the Brunswick area students are non-traditional with full and/or part-time employment positions. Two students graduated in 1998 and are currently working as dental hygienists in the Brunswick area. Five students are scheduled to graduate in 1999 and plan to work as dental hygienists in the Brunswick area, and three students are scheduled to graduate in the year 2000. Three students are currently enrolled in distance learning dental hygiene courses on campus at CGCC. Four students have maintained a GPA greater than 3.0. One student has been awarded the prestigious Thomas P. Hinman Scholarship. Approximately 200 additional semester hours per year are produced as a result of this effort. This program has allowed the Department of Dental Hygiene the opportunity to develop a strong collaborative relationship with the Division of Allied Health at CGCC. Specifically, both institutions have conducted joint recruitment missions, program and scheduling coordination sessions, and joint advisement of students. The department has expanded the course offerings to Brunswick in an effort to further accommodate this student population. Due to the success of the program, a similar collaborative program with ***East Georgia College (EGC)*** in Swainsboro has been established and, beginning Fall Semester 1999, dental hygiene classes were offered via distance learning at both CGCC and EGC. These two outreach programs coupled with the AASU on-campus program will assist in meeting the dental hygiene needs of this area of the state, thereby addressing the underserved areas of the state and assisting in meeting the demands for dental hygienists in the southeastern portion of Georgia. Continued funding will allow one established program to provide educational access to the underserved population of the state resulting in tax savings by reducing the number of dental hygiene programs needed in the state. This funding will also assist in the much needed continued refurbishing of the dental hygiene clinical equipment.

4. Extending Educational Offerings in Health Services Administration, Public Administration and Allied Health via Distance Leaning: A Collaborative Effort to Maximize Academic Excellence and Minimize Duplication

Appropriated: $240,050 (FY96), $183,800 (FY97), $191,000 (FY98), $191,000 (FY99)

Participating Institutions: ***Armstrong Atlantic State University (AASU), Savannah State University (SSU), the Medical College of Georgia (MCG).***

This initiative has been significantly expanded since its inception. AASU has been authorized to offer the entire MHSA degree externally at MCG. Since fall 1997, the full complement of courses for this degree have been offered at MCG. Courses are taught by AASU and MCG faculty. As of December 1998, six degrees were awarded to students at the MCG site. AASU and SSU are in the process of expanding the original collaboration to include public health students. Three hundred and forty-three students at the three participating institutions have taken advantage of courses offered as a result of this initiative. The student mix continues to be composed primarily of administrators, nurses and physicians. Student evaluations of faculty and course instruction do not show any significant differences between on-site and off-site students.

5. Enhancing Collaborative Applied Science Associated Degree Programs

Appropriated: $74,100 (FY96), $46,206 (FY97), $48,438 (FY98), $48,438 (FY99)

Participating Institutions: ***East Georgia College, Ogeechee Technical Institute, Southeastern Technical Institute, Swainsboro Technical Institute.***

Initially this collaborative enabled ***East Georgia College (EGC)*** to provide the general education component for the collaborative Associate of Applied Science (AAS) degree to Ogeechee, Southeastern, and Swainsboro Technical Institutes. Subsequently the program was extended to Heart of Georgia and Sandersville Regional Technical Institutes. The program began in January of 1995 and five students completed the AAS requirements that year. Thirteen degrees were awarded in academic year 1996-97 and 18 in academic year 1997-98. Twenty-two students are on track to complete their degrees in academic year 1998-99. The number of students choosing this option is steadily increasing. The program demonstrates clearly that cooperation between DTAE and System institutions is appreciated by a small but significant portion of the state's postsecondary student population.

6. External Degree Program in Physical Therapy

Appropriated: $281,500 (FY96), $224,500 (FY97), $221,000 (FY98), $221,000 (FY99)

Participating Institutions: ***Medical College of Georgia, Albany State University***

The first group of five students in the external degree program in physical therapy completed requirements for their degree in December 1998. A second class of 10 and a third class of 18 are continuing in the program. A fourth class was admitted in the fall of 1999. The first class has completed two of three clinical rotations and has almost completed their final one. The second class has completed one clinical rotation. The student performance during their clinical placements indicates that they are successfully completing clinical work.

The site visit for accreditation of the external degree program and the onsite degree program is scheduled to coincide with the SACS reaffirmation visit in February 2000. Planning has already started for the programmatic self study required for the site visit.

Program Collaboration

From the data available, the distance learning technologies that have been used (GSAMS, computer networks, and face-to-face interactions) appear to be an effective way to deliver an entry level physical therapy program to a distant site.

7. Growing the Economy of Georgia through Continuing Education (StarTech)

*Appropriated: **$249,500 (FY96), $241,750 (FY97), $250,938 (FY98), $250,938 (FY99)***

Participating Institutions: ***Georgia Institute of Technology, Augusta State University, Columbus State University, Darton College, Floyd College, Savannah State University, Armstrong Atlantic State University, Valdosta State University***

StarTech, a statewide network of satellite downlink sites, provided access to a wealth of advanced technological and management programs for business and industry throughout the state of Georgia during FY98. Affordably priced, high quality programs were offered via the StarTech network by the National Technology University (NTU) in Fort Collins, CO, and delivered statewide through the distance learning facilities of ***Georgia Tech***. StarTech gave Georgia companies of all sizes an edge in the global marketplace by providing advanced courses without the high fees and travel costs normally associated with sending employees out of town or even out of state for these courses. StarTech was marketed to business and industry around the state via direct mail, promotions, and space advertising. There were 609 enrollments in the StarTech program during FY98.

Fourteen Georgia sites participated in the program during FY98: seven locations within the University System and seven regional field offices of the Georgia Tech Economic Development Institute (EDI). University System sites were at ***Augusta State University, Columbus State University, Darton College, Floyd College, Georgia Tech, Valdosta State University***, and the Coastal Center for Continuing Education. Participating EDI sites were in Athens, Atlanta, Cartersville, Gainesville, Morrow, Norcross, and Warner Robbins.

During FY98 state funding for StarTech in the amount of $237,925 was expended as follows:

$52,000	NTU Subscription Fee
$69,000	Program Management at Six System Sites
$58,463	Program Management at Seven EDI Sites
$58,462	Marketing/Coordination Activities at Georgia Tech

8. Strategic Initiative for Program Collaboration in Geographic Information Systems

*Appropriated: **$499,700 (FY96), $495,875 (FY97), $499,044 (FY98), $499,044 (FY99)***

Participating Institutions: ***Georgia Institute of Technology, University of Georgia***

The purpose of the Geographic Information Systems Program Collaboration Initiative is to increase the GIS capability within the two lead institutions, ***Georgia Tech*** and the ***University of Georgia (UGA)***, and to disseminate this capability to other units within the University System. The initiative has made excellent progress in each of these areas.

In teaching, GIS course offerings have more than doubled at the lead institutions (see chart), and significant GIS offerings have begun to appear elsewhere in the University System.

Institution	*Courses prior to Initiative*	*Courses as of 1998-99 academic year*
Georgia Tech	1	10
UGA	8	18
Georgia State	0	6
Kennesaw State	0	6
Southern Poly	0	2
Valdosta State	0	3

Continuing Education Courses

Institution	*Courses prior to Initiative*	*Courses as of 1998-99 academic year*
Georgia Tech	2	7
UGA	1	6

In research, the initiative funds have been leveraged to generate more than an equivalent amount of sponsored research in environmental, economic development and natural hazards research.

In service, the GIS Clearinghouse has become a national model for the dissemination of GIS data via the Internet.

Both Georgia Tech and UGA also created state-of-the-art GIS laboratories and have added additional staff to support their expanded GIS teaching and research missions. More recently both institutions have sought to increase the capabilities of other units within the system.

More than 60 faculty from 14 University System institutions have received GIS training through the initiative. An even larger number have received software and data to support their teaching and research.

Initiative personnel have assisted colleagues at other universities in developing courses, have provided course exercises and data sets and have even taught courses at other University System institutions.

Now in its fourth year the initiative is moving to incorporate distance learning technologies that will help disseminate GIS data and curricular materials more widely.

Also being explored are the possibilities of providing GIS curriculum support to the Georgia K-12 system. Also in the fourth year, the initiative is contributing significant support to the development of a statewide base map that will be used by all state agencies, including the University System.

Program Collaboration

Georgia Tech's GIS capability played an important role in winning a new National Science Foundation earthquake engineering center funded at $4 million per year. The University of Georgia's GIS laboratories provide crucial infrastructure for at least two significant grants related to Ecology and Marine Science. Initiative personnel are currently developing projects that use GIS technology to map gorilla habitat in Africa and recovery from Tropical Storm Mitch in Central America.

The collaboration supported by this Initiative played a critical role in the creation of the Georgia GIS Data Clearinghouse. This collaborative effort between Georgia Tech and the UGA collects GIS data from state agencies and distributes it over the worldwide web to improve communication and reduce redundancy. The Georgia Clearinghouse is widely cited as one of the best in the nation (*GIS World*, September 1998, p. 8.) The data distributed by the Clearinghouse are available to University System faculty and students and are currently being used extensively in teaching, research and service.

Initiative personnel from the lead institutions are also engaged in a Georgia Research Alliance grant to develop an environmental decision support system. Thus, the Geographic Information Systems Program Collaboration Initiative continues to serve as a template for several other significant collaborative efforts.

These achievements over the last two and a half years have placed the University System in the front rank of innovation in the adoption of GIS technology. With the hiring of permanent tenure track faculty and new technologies for distance learning and Internet-based teaching, the University System is well positioned to become the clear national leader in GIS education.

Budget Allocation/Program Changes

The annual budget allocations have been consistent with the original proposal:

Year 1	$499,700
Year 2	$495,875
Year 3	$499,700
Year 4	$499,044 (including $100,000 for state base map development)

As anticipated in the original proposal, the total budget has been divided equally between Georgia Tech and UGA each year.

9. The Teacher Induction Program (Project TIP) Collaborative Mentoring for First Year Teachers

Appropriated: $61,110 (FY96), $59,425 (FY97), $61,425 (FY98), $61,425 (FY99)

Participating Institutions: ***Armstrong Atlantic State University (AASU), Chatham County Schools, Effingham County Schools, McIntosh County Schools***

New teachers from ***AASU***, ***Savannah State University (SSU)***, and the Brunswick Center are now beginning to actively look for support from the Teacher Induction Program. Approximately 60 teachers self-identified their new teaching assignments before notices were sent to principals about the service. At mid-year, there were more than 112 new teachers participating in the Teacher Induction Program. The TIP Institute for Fall Semester 1998 included ten topic sessions with a repeat of five of these sessions on the Coastal Georgia Community College campus. Student teachers were included in these sessions with the anticipation that this pre-service induction will further help to ease them into their new roles as professionals. Session topics were selected from survey responses from new teachers as they completed their first year. In addition to the sessions for new teachers, the TIP director helped to sponsor a mentor "refresher" session again this year, participated in the planning for mentor training for the local school system and conducted the conference components of the university mentor course. The TIP director continues to visit new teachers in schools for conferences, supports them with development activities as requested, and communicates information to the university faculty about the successes and needs of the teachers served.

10. Pre-Engineering Technology Bridge Program

Appropriated: $64,724 (FY96), $131,617 (FY97), $131,617 (FY98), $131,623 (FY99)

Participating Institutions: ***Atlanta Metropolitan College (AMC), Southern Polytechnic State University (SPSU)***

Three components of the PET Bridge Program were implemented during the fourth year (1997-98) of funded activities. These components included (1) activities that facilitate the successful transfer of 16 middle school students (rising ninth graders) to high school magnet programs, (2) activities that continue to facilitate the academic development, specifically in science and math, of 21 rising tenth graders, also enrolled primarily in metro area science and technology magnet programs, and (3) financial as well as academic support for seven college freshman and sophomores enrolled in AMC as pre-engineering or computer science majors.

The rising ninth- and tenth-grade PET participants were engaged in five weeks of intensified course work that included instruction in technical writing, computer applications, PSAT preparation, career explorations as well as science and math. Rising ninth-graders studied geometry and physics, while rising tenth-graders studied algebra II and chemistry. In the career explorations sessions, engineers representing different specialties were invited to speak to the PET students. Over the past year, some of the career explorations speakers were professors from SPSU. The summer science and math courses, in particular, were focused on those topics that the PET students were to encounter during the school year. The science courses included inquiry-oriented, hands-on lab exercises. The PET students enrolled in high school continue to be involved in academically enriching activities that are provided during monthly Saturday sessions in which the College PET students are involved as

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mentors and tutors.

Culminating activities for the summer program included an awards program that featured **Dr. Joseph Silver**, vice president for Academic Affairs at ***Savannah State University*** as the motivational speaker. Outstanding students were recognized for their performance in each discipline. A field trip to several sites of science interest in Florida also served as a culminating activity. The focus of the field trip was the Kennedy Space Center.

Of the 14 PET participants graduating in the high school class of 1998, nine (64%) have enrolled in engineering or related programs in colleges and universities throughout the southeast. Two (15%) enrolled at SPSU for the Fall Semester, 1998. Of the 12 college students participating in the PET Program during 1997-98, nine (75%) have been accepted at SPSU and three (25%) are now matriculating there.

11. Distance Learning Partnership in Gerontology

Appropriated: $165,800 (FY96), $224,800 (FY97), $224,800 (FY98), $224,800 (FY99)

Participating Institutions: ***The University of Georgia, Georgia State University, Columbus State University, State University of West Georgia, Georgia Southern University, The Georgia Institute of Technology, Georgia Southwestern State University, Georgia College and State University, Armstrong Atlantic State University***

Nine universities in the University System of Georgia are currently collaborating to share resources to teach four core courses in gerontology using the GAMS technology.

Years 1 and 2: In the first year of this project, four teams of instructors from the partner institutions worked together in planning courses on the biology, psychology and sociology of aging, as well as a survey of gerontology. The goal of this project is to share the teaching of some of the best gerontology instructors in Georgia among students in the University System. The four courses were initially taught in the second year, beginning fall quarter 1996. Three technical reports were issued and distributed on the teaching readiness of the faculty as well as documentation of the project reviews. On the basis of extensive evaluation on the effectiveness of this teaching program, one symposium was conducted at the Association of Gerontology in Higher Education and one peer-reviewed paper was accepted from gerontologists and education specialists alike as it is the first of its kind in the country.

Year 3: After modifications based on the quantitative and qualitative reviews after the second year, the partnership offered the four courses again.

Year 4: The partnership received continued funding and was expanded to include ***Armstrong Atlantic State University*** for FY 99. The four courses are being offered again this year to students in the University System. ***North Georgia College and State University*** will join the effort in Fall Semester, 1999.

12. Enhancing the Presence of Minority Graduate Students in Mathematics and the Natural Sciences

Appropriated: $102,000 (FY96), $158,000 (FY97), $158,000 (FY98), $158,000 (FY99)

Participating Institutions: ***University of Georgia, Albany State University, Fort Valley State University, Savannah State University***

The long-term goal of this program is to address the national and regional under-representation in higher education of faculty and other scientific professionals from ethnic minorities. The specific purposes of this program are: (1) to identify a group of minority undergraduates who have the potential to continue into graduate study in mathematics and the natural sciences; (2) to give these students stimulating experiences that will encourage them to pursue graduate study and to consider careers in academia; and (3) to foster strong and lasting collaborations between the System institutions by providing historically black colleges and universities faculty members with the opportunity to be involved in summer research and to initiate doctoral study.

Since the inception of the research program in 1995, a total of 111 undergraduates from ***Albany State University (ASU)***, ***Savannah State University (SSU)***, and the ***University of Georgia (UGA)*** have participated in the intensive research experience in mathematics and the natural sciences during the summers of 1995, 1996, 1997 and 1998. Eight faculty members, six from SSU and two from ASU, have also participated. It is expected that this program will continue to be offered in summer 1999 and beyond with additional participants.

During the summer of 1998, 26 UGA faculty members, representing the Departments of Biochemistry, Cellular Biology, Chemistry, Geology, Medicinal Chemistry, Entomology, Animal Nutrition, Environmental Health Sciences, Food Science, Crop and Soil Science, Parasitology, Microbiology, Pharmaceutics, Pharmacology and Toxicology, Genetics, Biological and Agricultural Engineering, Exercise Sciences, and Statistics served as mentors for the participants.

At the conclusion of the research experience, each participant submitted a written paper summarizing their research projects, gave an oral presentation, and participated in the Summer Research Poster Session. The high quality of their papers, posters, and oral presentations were a reflection of the participants' interest in their research topics and the direction provided by their UGA faculty mentors. Furthermore, judging from the responses to a comprehensive survey given to all participants at the end of each summer program, the students and faculty members found this experience to be valuable and to have enhanced their interest in graduate studies.

Five students from the summer 1997 program are in graduate or professional school. Two students are enrolled in graduate school at Purdue University in the Departments of Biochemistry and Chemistry. Another participant from summer

Program Collaboration

1997 is pursuing a doctorate in Pharmaceutics at UGA. Two other students from summer 1997 are attending the ***Medical College of Georgia***. Of the summer 1998 program participants who are enrolled in graduate school, one student studies public health at Emory University, and another studies environmental health science at UGA. More than 50 percent of the past program participants are still undergraduates. Two of the UGA students are currently working as laboratory assistants with their mentors in the Department of Microbiology.

13. Maintaining Students in the Academic Pipeline: Minorities in Biological Sciences

Appropriated: $130,000 (FY96), $147,500 (FY97), $147,500 (FY98), $147,000 (FY99)

Participating Institutions: ***Georgia State University, State University of West Georgia, Fort Valley State University***

The Pipeline project, a program designed to encourage promising undergraduate minority students to pursue advanced degree programs in the biological sciences, has been successful not only in fostering ties among participating System institutions, but also in increasing the enrollment of minority students in the ***Georgia State University (GSU)*** Biology graduate programs. During the past academic year, the Biology Department supported five African-American students in the master of science program with funds from the Pipeline project. Four more African-American master of science students were supported as graduate laboratory assistants. Of the 77 M.S. students enrolled during the fall quarter of the 1997-98 academic year, 21 (27%) are African-American. An additional eight African-American students (12%) are enrolled in the doctoral program. The Department of Education recently awarded the Department of Biology a three-year grant for Graduate Assistance in Areas of National Need (GAANN). This grant provides more than $350,000 to pay doctoral fellowships for the support of students from under-represented minorities and to provide supplies for student research. Reviewers of the proposal singled out the minority recruitment and support structure already in place within the Department for particular praise.

14. Increasing Minority Admissions and Enrollment in the Health Professions

Appropriated: $99,950 (FY96), $99,960 (FY97), $99,981 (FY98), $99,981 (FY99)

Participating Institutions: ***Fort Valley State University (FVSU), Medical College of Georgia (MCG)***

This project, which was begun during 1995-96, has two major components: high school and college. However, a middle school mini-component was added beginning fall 1998. A total of 206 high-school students from 26 middle and south Georgia schools and 237 college students have participated thus far. Major activities for high school students have included Independent SAT Study Programs, bi-monthly Saturday enrichment sessions on computer literacy, science and SAT enrichment on campus of ***Fort Valley State University (FVSU)***, and three-week summer programs for high school juniors and seniors at FVSU. College activities have included MCAT and other standardized test preparatory sessions, monthly seminars at FVSU presented by ***Medical College of Georgia (MCG)*** health professional students and practicing health professionals, visitations by college students to health professional and graduate schools (e.g., MCG, Mercer University Schools of Medicine and Pharmacy, Morehouse School of Medicine, Tuskegee University and the ***University of Georgia*** School of Veterinary Medicine, and others), and annual trips to a national scientific meeting. More than 25 different MCG health professional students have visited the FVSU campus and interacted with our college students. Likewise, 17 visits to MCG have been made by college and high school students during the grant period. Middle school activities have included visits to Fort Valley Middle School by FVSU faculty and FVSU student participants to present hands-on lessons and demonstrations/experiments on units being studied by seventh grade science students which hopefully will further stimulate their enthusiasm and interest in science as a career.

Major accomplishments have included: an increase in SAT scores by high school students (18% average increase), and increase in the number of pre-health science and biology majors at FVSU, increased technology capability and usage by students and faculty, and an increase in the number of college students applying to health professional and graduate programs. Information on former students includes: 12 graduate former students completed graduate or professional programs in 1998, 45 were enrolled in such programs during 1996-97; 19 were accepted for 1998-99; 58 are presently enrolled; the number of biology majors increased from 151 to 205 from 1995-96 - 1998-99; of the 71 high school graduates (1996, 1997, 1998) who have participated in the program 27 have enrolled at FVSU.

15. GLACTONE: A Network of Shared Resources for Chemistry and Biochemistry

Appropriated: $100,000 (FY96), $100,000 (FY97), $100,000 (FY98), $100,000 (FY99)

Participating Institutions: ***Georgia State University, Albany State University, Armstrong Atlantic State University, Augusta State University, Fort Valley State University, Kennesaw State University, Savannah State University***

The GLACTONE Project is designed to enhance the calculation and database resources for students of chemistry and biochemistry in Georgia. The Project is directed by **Dr. Dabney Dixon** and coordinated by **Dr. Don Harden**, both at ***Georgia State University (GSU)***. Progress has been in a number of areas. Computer files were developed which allow students to look at the structures of molecules in three dimensions and in color. This enhances their ability to visualize molecules. The software and data files are now widely used around the state and national distribution began in 1998. Project staff also coor-

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dinated efforts to bring visualization of biological molecules into the high school curricula. The Georgia Chem Club is a statewide seminar series geared to the advanced undergraduate and implemented with GSAMS technology. Project staff continue to provide statewide scientific software support and UNIX systems administration support to the colleges and regional universities.

16. Educational Preparation for the Emerging Role of the Associate Degree Nurse in Rural Communities via the Mobile Clinic

Appropriated: $250,000 (FY96), $128,000 (FY97), $131,000 (FY98), $131,000 (FY99)

Participating Institutions: ***South Georgia College, Waycross College***

South Georgia College (SGC) Division of Nursing's innovative mobile nursing clinic collaborative project with ***Waycross College*** turned from idea into reality with the April 1996 arrival of a fully equipped 37-foot motor coach on the South Georgia campus. The mobile clinic, dubbed "Nightingale," has provided many opportunities for nursing students to have hands-on experience in a variety of community settings. Because of the mobility of the clinic, SGC nursing students are afforded an opportunity to engage in service learning. While practicing assessment skills and performing procedures, students are also contributing in a very positive way to the health of individuals in the communities visited by the mobile clinic. The Nightingale Mobile clinic has provided many community based experiences such as women's health, cardiovascular risk analysis, child and adolescent health, and adult health. The clinical practice setting for nursing students at SGC is now approximately 50 percent community based. The curriculum changes now include additional skills which are utilized on the Nightingale. The additional community health experience and new skills have increased the program graduates' employment opportunities. One type of screening provided on the Nightingale is cardiovascular risk factors analysis, which includes the evaluation of cholesterol levels. Of the clients screened, 39 percent were found to have an elevated cholesterol level. Clients are informed of the benefits of diet and exercise in reducing cholesterol levels. This type of teaching may lead to lifestyle changes which will improve health care outcomes for clients and thus reduce health care costs. Thus far, the 250 students and 12 faculty members staffing the Nightingale have provided health services and education for more than 2,500 clients in a variety of community settings.

Protecting the State's Investment: Renovation and Rehabilitation

Appropriated: $38,924,444 (FY97), $41,124,444 (FY98), $46,730,826 (FY99)

Goals:

- To place higher priority on protecting the State's enormous capital investment in University System Facilities;
- To reduce significantly the backlog of needed repair and rehabilitation of facilities System wide by the year 2000;
- To address major renovation and infrastructure projects that have gone unfunded.

Update:

For FY99, $44,294,680 has been allocated to 34 campuses and Skidaway Institute to fund necessary and urgent Major Rehabilitation and Repair projects.

The following table summarizes the 278 projects that have been completed or are underway using funds provided during the last legislative session. A contingency amount of $2,436,146 is available for contingency or emergency use through June 30, 1999. This accounts for the total $46,730,826 appropriated for FY99.

Summary of 1999 Major Repair and Renovation Projects

Type of Project	*# of Projects*	*#of Campuses*	*Funds Allocated*
Gen. Renovation. & Modernization	88	27	$20,149,498
Building Envelop (reroof & repairs)	43	20	$ 7,183,620
Mechanical & Electrical repairs	67	28	$ 9,836,545
Regulatory	76	34	$ 6,920,017
Technical and Cost Benefit review	4	4	$ 205,000

The following represents some highlights of the types of projects (and specific examples) funded through the FY 99 MR&R program.

General Renovation and Modernization to meet today's higher education needs is taking place across the system. ***Fort Valley State University*** is undertaking a comprehensive modernization of their library in preparation for its upcoming accreditation visit. ***Kennesaw State University*** will be consolidating programs in a new academic building as they vacate space in the administrative annex and education building; it will immediately be renovated for other programs with acute space needs. ***Savannah State University*** has undertaken the renovation of Hill Hall, the oldest academic building on campus. MR&R funding was used to leverage funding from a federal grant. Reclamation of this building for resident instruction use not only gains needed space for the University, it celebrates the heritage of this institution.

Building Envelop (Reroofing /Water proofing & Sealing of Building Exteriors) - Reroofing projects make up a significant portion of MR&R projects in this category noted in the chart above. In addition, over time, the walls of buildings need to be resealed as well. ***Macon State College*** is waterproofing masonry walls on five buildings. ***Augusta State University*** is sealing three academic buildings as well as their P.E. athletic complex. ***Georgia Perimeter College*** is waterproofing pre-cast panels on seven buildings at their Clarkston Campus and one building at their Dunwoody Campus.

Mechanical/Major Heating, Venting, and Air Conditioning (HVAC) Replacements - HVAC systems have a typical anticipated life span of approximately 30 years. Campuses that were built in the 1960s and 1970s as community colleges are now faced with a comprehensive need to upgrade these systems in all of their buildings. ***Gainesville College*** and ***East Georgia College*** are both initiating major system replacements in their academic and library buildings respectively. Older campuses also have a backlog of needed HVAC System upgrades. ***Clayton College and State University*** is upgrading the systems in the Richards Academic Building and the gymnasium. ***Middle Georgia College*** is replacing systems in the nursing and science buildings.

Electrical/Major Underground System Upgrades - Aging and deteriorating electrical distribution systems must be replaced to provide safer more dependable power to meet the growing needs of our

campuses, especially the increasing demands of technology. These new systems require less maintenance and are more energy efficient. ***Georgia Southern University*** and ***North Georgia College & State University*** are both implementing phase three of a four-phase program to upgrade their system campus wide. ***Waycross College*** is currently in phase two of its program and ***Bainbridge College*** is replacing its campus electrical distribution system this year.

Regulatory Requirements - As required in Life Safety Regulations and the Georgia Code, issues are being addressed at all 34 campuses. Examples of these projects include a campus wide upgrade of the fire alarm system at ***Gordon College***. More stringent life safety requirements for buildings which accommodate large gatherings are being addressed at ***Armstrong Atlantic State University*** in improvements to their Fine Arts auditorium. ***Floyd College*** is proceeding with implementation of their "Transition Plan" to systematically make improvements necessary to provide accessibility in accordance with the Americans with Disabilities Act and associated upgrades in the Georgia Code.

Albany State University Flood Recovery Plan

"Bigger, Better, Stronger" ... the promise was made and kept. The 1994 Flood Recovery is a reality. The key components included:

The new **Student Residence Center** — a set of three buildings around a traditional quadrangle. This complex houses 438 students in a suite-style arrangement with a shared bath between two double occupancy rooms.

The new **Academic Building** includes state-of-the-art classrooms of various sizes and configurations, an auditorium with seating for 450 people, laboratories and faculty/administrative offices. This building incorporates a federal grant of $2 million for an international trade facility which will provide additional classroom/lecture space and computer laboratories within its own wing of the building.

The new **Health/Physical Education/Recreation Facility** will have three basketball courts with center-court seating for 4,000 spectators and convocation seating for 4,800 people, an eight-lane NCAA competition swimming pool with permanent seating for 250 spectators, a dance aerobics area, locker and change rooms, classrooms, offices, and a lobby with amenities to support single or multiple functions.

The new **Dining Facility** will service the entire campus of students, faculty and staff in a building providing a large dining hall, small and large banquet rooms, and a private dining area for the President and/or other special occasions. The facility includes storage, prep, and cooking areas for the hot food serving area, and for the grill, dessert, pizza, deli, and a-la-carte areas.

There is **additional parking**, an efficient **Central Energy Plant** and distribution system to support all of the new facilities. The **Radium Springs Road Overpass and Student Mall** connect the "new" campus (outside the flood plain) with the original campus.

The original campus lost 19 of 34 buildings in the flood. The remaining facilities have been renovated and returned to use. The founding President's House, Brown Hall and Orene Hall have been restored and help preserve the heritage of this historically black college. These historic buildings are all located on the first quadrangle of the Campus. In addition, five other major academic buildings are back on line. They are: Simmons, Peace, Holley, Hartnett and Pendergrast Library. Three dormitories (Wiley, Gibson and Andrews) were renovated along with the Reese Student Center, Sanford Gym and the Plant Operations buildings. Parking lots, playing fields and other amenities also have been restored or replaced.

Distinguished Teacher Program

Appropriated: $1,350,000 (FY97), $1,350,000 (FY98), $1,350,000 (FY99)

The goals of this initiative are:

- To identify, compliment, and reward excellence in teaching at the regional and state universities and colleges, and two-year colleges;
- To focus public attention upon excellence in teaching within the University System of Georgia;
- To improve the quality of instruction within the University System of Georgia by inspiring faculty to strive for excellence and innovation in the classroom;
- To enhance the quality and diversity of teaching techniques through the use of new technology;
- To foster faculty development by the existence of Distinguished Teachers in the University System.

Initiative Update:

Overview: The Distinguished Teacher Program funds one position ($45,000 from special initiative funding with an additional $25,000 in private funding generated by the institution) at each of the University System's 30 regional and state universities and two-year colleges. Of the 25 institutions receiving funding for the Distinguished Teacher Program, all institutions had begun their programs by the end of the fall semester. Twenty-three campuses developed programs that named an individual to the distinguished teacher post, while one institution utilized funds to establish a campus wide center for instructional development and another institution established a Distinguished Professor Lecture Series. Five institutions are not participating due to an inability to meet the non-state funds matching requirement of $25,000. Generally, programs concentrate on establishing centers for teaching and learning and other centrally located resource points. Another trend has been to focus on the electronic classroom and on ensuring that faculty receive adequate training in the use of technology. Many programs initiate faculty development opportunities — workshops, forums, circles, web sites — for interactive dialogue on the improvement of teaching and learning strategies. Some programs involve the purchase and installation of technologically-advanced equipment. All programs seek to utilize the distinguished teacher position to foster communication and dialogue among faculty regarding outstanding and current teaching methods.

Institutional Programs:

Abraham Baldwin Agricultural College

Distinguished Professor: Earl M. Bennett

Start Date: August, 1998

Activities/Impact: Dr. Bennett is developing a locally controlled Internet site that will deliver interactive, supplemental instruction and academic advisement to students. The site will consist of interactive and textual web pages relevant to students academic advisement questions and textual and interactive materials which supplement the content of college courses. Dr. Bennett has attended conferences on advising and seminars on technical topics related to developing interactive web sites. He has also worked closely with the Web BANNER implementation team and plans to use the Web Banner program as an academic advising tool for this project. The culmination of his project will include training faculty for advisement on the Web Banner Program, completing the purchase of necessary software and computer equipment, and implementing web pages for academic advisement and supplemental course content.

Albany State College

Distinguished Professor: No individual named; all funds use to sponsor Distinguished Professors' Lecture Series.

Start Date: September, 1998

Activities /Impact: In an effort to enhance teaching and learning and to keep the community intellectually involved with the learning on the campus, Albany State University established a Distinguished Professors' Lectures Series. Guest lecturers will deliver one on-campus and one community lecture during each visit. The lectures for the fall semester were Milton Biggham, Executive Director of Savoy Record and Founder/Director of the Georgia Mass Choir; Dr. Judson Biasiotto, Professor of the Department of Health, Physical Education, and Recreation and ASU Distinguished Researcher of the Year; Dr. Patricia Russell McCloud, lawyer and professional motivational speaker; and Mr. George King, noted British filmmaker. Individuals invited for the spring semester lecture series include Dr. Doris

Holeman, ASU Teacher of the Year; Reverend Bernice A King; the Honorable Desmond Tutu; and writers, Pearl Cleage, Nikki Giovanni, Tina McElroy Ansa, and Ambassador Andrew Young.

Armstrong Atlantic State University

Distinguished Professor: **Ed Wheeler**
Start Date: August, 1998
Activities/Impact: The activities of the Teaching and Learning initiative on Armstrong's campus are shared by the Academic Enrichment Committee, the Faculty Development Committee and the Distinguished Professor for Teaching and Learning. Dr. Wheeler spearheaded an Appreciation and Orientation Dinner for Adjunct Faculty in August to introduce adjunct faculty to the University. During the fall semester, Dr. Wheeler also planned and led a 90 minute workshop on "Developing Critical Thinking in the Health Professions Classroom" and visited individual academic departments to discuss teaching and learning issues with faculty members in each department. Projects planned for next semester include three lunch forums on general teaching strategies, workshops on international teaching, and teaching in the semester system. A day-long conference focusing on "Writing Across the Curriculum and Using Technology to Improve Writing" and a general study of the impact on learning and retention of students in large sections of college introductory history courses will also be held in the spring.

Atlanta Metropolitan College

Distinguished Professor: **Jack Alexander**
Starting Date: August, 1998
Activities /Impact: As a follow-up to his successful grant proposal last year to Texas Instruments for Graphing Calculators for developmental math courses, Dr. Alexander has conducted weekly follow-up workshops with the faculty this fall to provide instruction on how to effectively integrate graphing calculators into the math curriculum. In November, Dr. Alexander wrote and submitted a proposal to the National Science Foundation to accelerate the process of infusing technology into both the developmental and college-level mathematics course offerings. The project will provide the equipment necessary to move toward the inclusion of technology into mathematics classroom presentations and provide time for math and business faculty to develop courses more relevant to kind of technical literacy that will be required of students in the next century. During the fall, Dr. Alexander also gave campus demonstrations on Power Point presentation skills and assisted with the installation of Test Generator software in the faculty academic center. He taught one course in statistics, one course in developmental algebra, and one section of Atlanta Metropolitan's interdisciplinary requirement course in critical thinking, observations skills, and problem-solving strategies. In October, Dr. Alexander presented a paper at the National Association of Mathematicians Conference at Benedict College in Columbia, South Carolina.

Augusta State University

Distinguished Professor: **Jana Sandarg**
Starting Date: August, 1998
Activities Impact: The goal of the Distinguished Professor program at Augusta State University is to focus more carefully on teaching and learning at ASU, on student learning styles, and on the benefits of inter-cultural learning. In cooperation with those goals, Dr. Sandarg attended the Teaching and Learning Conference and the Study Abroad Conference sponsored by the University System in the fall. Dr. Sandarg also helped to create a Teaching and Learning Task Force on campus where faculty discussed issues and ideas introduced at these conferences. Professor Chuck Dziuban of the University of Central Florida spoke at ASU in December on strategies for working with student behavior types in the classroom, and Dr. Sandarg led group discussions on campus on the impact of foreign language study on other disciplines and on the intellectual development of students generally. In the spring, Dr. Sandarg will attend a Teaching and Learning Conference sponsored by ***Kennesaw State University***, the Foreign Language Association of Georgia Conference, and the Southern Conference on Language and Teaching. She plans to bring one additional speaker to campus and to set up a session for faculty and students to discuss the benefits of international/intercultural experiences on student learning regardless of the discipline.

Clayton College and State University

Distinguished Professor: No individual named; all funds used to establish a campus-wide Center for Instructional Development.
Start Date: September, 1998
Activities Impact: The Center for Instructional Development employs one full-time, professional- level staff member. Additional support is provided by faculty mentors and student assistants. The Center's on-going activities include:

- training to full-time and part-time faculty who would like to develop technology skill to enhance their classroom teaching;
- access to hardware and software resources useful in developing instructional materials;
- support of individual faculty working on technology-intensive instructional projects; and
- workshops and one-on-one consultations for faculty wishing to pursue instructional technology projects to enrich their teaching.

Coastal Georgia Community College

Distinguished Professor: **Tony Wege**
Start Date: August, 1998
Activities /Impact: During the fall semester the Distinguished Professor Program at Coastal Georgia Community College accomplished the following:

- Initiated plans with the campus Faculty Development Committee for a series of workshops focusing on teaching and learning uses and techniques;
- Continued to work with faculty needing on-line courses;
- Completed plans for a survey of student learning styles on the campus;
- Initiated plans for a new Excellence in Teaching Newsletter that was distributed on campus at the end of the fall

semester; and

- Attended the National Conference on Information Technology sponsored by the League of Innovation in the Community College.

Columbus State University

Distinguished Professor: **David J. Johnson**
Start Date: August, 1998
Activities/Impact: Professor Johnson was a leading participant in an orientation program to introduce new faculty at Columbus State University to the Center for the Enhancement of Teaching and Learning. Dr. Johnson, along with three junior faculty, attended the Teaching and Learning Conference in Atlanta in November. He also played an organizational role in bringing Dr. Raymond Fontain, Professor of English at University of Central Arkansas to the campus to give two lectures and lead discussions on meeting the challenges of undergraduate education. Professor Johnson has also provided teaching resource guidance for those faculty being evaluated during the pre-tenure review process.

Dalton State College

Distinguished Professor: **Frank Beesley**
Start Date: August, 1998
Activities/Impact: As Distinguished Professor, Dr. Beesley serves as chair of the Teaching and Learning Advisory Committee. Under his leadership, the committee held several professional development activities throughout the fall semester. At the faculty retreat in August, the committee organized a panel to discuss issues involved in adjusting to the new semester system. In September and October, the committee held brown bag luncheons to discuss issues to enrich their teaching. Each luncheon began with a video followed by open discussion. A third luncheon is scheduled for November. The committee published its first issue of a teaching and learning newsletter called *Teaching at Dalton College*. The committee also updated and added to the Links for Teaching and Learning Enhancement associated with the Dalton State College home-page and organized six reading circles to discuss general topics related to teaching and learning. In November, two teaching workshops conducted by Dr. Charles Bonwell, co-author of Active Learning: Creating Excitement in the Classroom and former Director of the Center for Teaching and Learning at Southeast Missouri State University, were held on the Dalton campus. Later in the spring, the committee plans to conduct workshops on teaching in the ethnically-mixed classroom and on how to internationalize the Dalton curriculum.

Darton College

Distinguished Professor: **Alan Zhang**
Start Date: August, 1998
Activities/ Impact: During the fall, Dr. Zhang taught the pilot, on-line English Composition course with an emphasis on student centered pedagogy. He also wrote five additional lessons for the on line course. Dr. Zhang also established list serve, fax, and e-mail communication to provide interactive and student controlled learning activities on the Darton campus. Dr. Zhang has shared access to the on-line English course with other faculty teaching the course so that they can use it as a multimedia resource in their classrooms. In the spring, Dr. Zhang plans to teach a revised version of the on-line composition course with improvements based on student-need surveys taken in the fall. He also plans to initiate faculty dialogue on incorporating technology in the entire curriculum and promote the establishment of a Darton College Teaching and Learning Center. In January, Dr. Zhang will present a paper on Multi-Modal Distance Education at the AAHE conference in San Diego and participate in the Video Exploratorium Symposium in Athens. In the spring, he will participate in the Annual Convention of the Conference on College Composition and Communication and submit a paper proposal on Distance Education to present at the MISOD International Conference on Teacher and Leadership Excellent to be held in Austin, Texas in May.

East Georgia College

Distinguished Professor: **Mary Nielsen**
Starting Date: September 1998
Activities/Impact: The Distinguished Professor at East Georgia College has completed the following activities:

- Offered a new faculty orientation session and part-time faculty orientation session to provide tips to new faculty on faculty development, evaluations, and class procedures;
- Led training session on Regents' Essay Test Grading for faculty from the English Department at East Georgia College;
- Worked with faculty to provide instructional support to assist students in English and reading;
- Began evaluating existing materials used in the Learning Support Center for instructional effectiveness;
- Assessed and categorized the types of instructional problems for which students seek help in English and reading;
- Led a team of four faculty members at the University System of Georgia Teaching and Learning Conference in November; and
- Continued leading interdisciplinary teaching circles that focus on issues of teaching and learning.

Floyd College

Distinguished Professor: **Sandy Wendelspecht**
Start Date: December 1998
Activities/Impact: Newly hired as the college's Distinguished Professor in December 1998, Ms. Wendelspecht will teach one course and spend the remainder of her time working with faculty on the infusion of technology in their courses. She will assist full-time faculty in identifying discipline-specific courseware and technology for course applications and insure that part-time instructors are adequately trained for instructional responsibilities in a highly technical environment. She will also work with faculty who are involved in web-based video and other technology enhanced course development.

Fort Valley State University

Distinguished Professor: **Curtis Borne**
Start Date: August, 1998
Activities/Impact: Dr. Borne conducted a Distance Learning workshop at fall, faculty-staff institute. He initiated and organized the training of faculty, staff, and students in the Model Technology Classroom. He also organized a technology workshop for public school teachers and organized technology presentations for middle and high school students to help increase science achievement test scores. Dr. Borne received a $32,250 grant from the Georgia Department of Education as matching funds for the Distinguished Professor Program, and he also received a $30,000 grant from TIII to provide Fort Valley State University faculty with multimedia equipment in their classrooms.

Gainesville College

Distinguished Professor: **J.B. Sharma**
Start Date: August, 1998
Activities/Impact: Professor Sharma has been instrumental in designing and facilitating the construction of Gainesville College Learning Communities, a collection of courses linked by common themes and overlapping content. This fall, a learning community involving physics and calculus was piloted and six additional communities — in math, history, literature, music, politics, and technical communications — have been scheduled for spring semester. Mr. Sharma has conducted three campus workshops on teaching and technology and was invited this fall by the Governors Teaching Fellows and by the Georgia Association of Two-Year Colleges to conduct a workshop on "Building a Learning Community and Enabling it With Technology." Sharma has conducted a mentoring program with gifted elementary and middle school students in the Gainesville College area, and he currently serves as Director of the Regional Science Olympiad and Program Chair for the American Association of Physics Teachers. As an advisor to the Physics Club, he sponsored a seminar on Nuclear Waste Management for Gainesville College students and faculty.

Georgia College & State University

Distinguished Professor: **Autumn Grubb**
Start Date: August, 1998
Activities/ Impact: As part of her goal to serve as a teaching role model in all four schools at Georgia College & State University, Dr. Grubb taught courses in the School of Business and the School of Education during the fall semester and will teach courses in the College of Arts and Science and the School of Health Sciences in the spring. In addition, she has provided individual guidance in on-line course development in the School of Health Sciences and the School of Education and continued support for the 28 participants in the 1998 Faculty Development Workshop. Dr. Grubb is planning the 1999 local Faculty Development Workshop that will include 10, five-hour sessions plus on-line activities developed in conjunction with the Connecting Teachers Technology Committee and the 1998 Faculty Development Workshop Group.

Georgia Southern University

Distinguished Professor: **Alison Morrison-Shetlar**
Start Date: August, 1998
Activities/Impact: Dr. Morrison-Shetlar has completed the following activities as part of the Distinguished Professor Program:

- Conducted interactive teaching workshops for faculty in a number of forums — new faculty meeting, college-wide and departmental meetings, invited speaker to groups of faculty, and faculty meetings at other institutions;
- Developed a weekly chat room for faculty to participate in discussion on teaching issues via the CET web site;
- Developed a semester-long Teaching Portfolio Workshop Series;
- Established five, two-hour workshops for faculty development;
- Promoted effective teaching practices by participation in small group discussion with Georgia State Univ. faculty;
- Served as mentor for a teaching circle on motivational teaching techniques (one, two-hour meeting per week, 15 weeks);
- Conducted peer observations and written evaluations as requested; and
- Initiated development of a teaching resource web site and the request for additional books, tapes, and manuals for faculty on effective teaching practices.

Dr. Morrison-Shetlar's activities have resulted in the faculty thinking more about improvement of teaching, the use of technology in the classroom, and the value of peer observations and discussions about teaching for self improvement.

Georgia Southwestern State University

Distinguished Professor: **James Neale**
Additional Faculty Grant Recipients: **Kent Sole, Retta Evans, Frank Spaniol, Scott LaMascus, Bob Herrington, John Stroyls, Yanqig Zhang, Boris Peltsverger** and **Arvind Shah**
Start Date: August, 1998
Activities/Impact: As Distinguished Professor, Dr. Neale leads a team of nine faculty who were mini-grant recipients under the Distinguished Professor Program. Dr. Neale has also been involved in the training of faculty in the use of instructional technology in the classroom. He has been active in GSAMS instruction and has offered one of the first web-based instruction courses at Georgia Southwestern State University. At the end of the spring semester, Dr. Neale and the nine faculty fellows will coordinate public forums at the university where the technology initiatives completed during the year will be shared with the full faculty.

Kennesaw State University

Distinguished Professor: **Michael Reiner**
Start Date: August, 1998
Activities/Impact: Dr. Reiner participated in the University System's Institute on Teaching and Learning held at Calloway Gardens in August and the Teaching and Learning Conference

Distinguished Teacher

held in November in Atlanta. Dr. Reiner has organized faculty discussion groups and solicited faculty interest in a subscription to Change. He is leading a campus team of 12 faculty to attend the AAHE conference in January on Faculty Roles and Rewards. The Kennesaw Team will focus on new contexts for teaching and learning. In October, Dr. Reiner participated in the Professional and Organizational Development Network in Higher Education Conference held in Salt Lake City and the Lilly Conference on Teaching and Learning held in Portland, Oregon. He also has participated in the Asynchronous Learning Networks Conference in New York City and investigated the possibility of a site license for the development of an electronic journal on teaching and learning at Kennesaw State University.

Macon State College

Distinguished Professor: **Lawrence F. Mobley**
Start Date: August, 1998
Activities/Impact: As chair of the College's Faculty Development Committee, Dr. Mobley is leading an effort to identify the kind of scholarship Macon State College faculty practice and the direction of that scholarship for the future. Dr. Mobley is also making recommendations for the future structure of the Faculty Development Program at the College. He will visit the Center for Excellence in Teaching as ***Georgia Southern University*** and participate in workshops at the AAHE meeting in San Diego in order to help in his recommendations for the kind of faculty development support needed at MSC.

North Georgia College & State University

Distinguished Professor: **Judy O'Neal**
Start Date: August, 1998
Activities/Impact: Accomplishments by the Distinguished Professor at North Georgia College & State University (NGCSU) include the following:

- Development, distribution, and compilation of NGCSU faculty survey of professional development interest and needs. Survey results formed the basis for current and projected 1998-99 professional development offerings in the form of discussion/focus groups, seminar, and workshops;
- Created the Excellence in Teaching at NGCSU web page;
- Developed and implemented a Faculty Mentoring Program for new and adjunct faculty;
- Produced ***The Teacher***, a faculty newsletter focusing on teaching issues at NGCSU;
- Organized seminars and workshops addressing identified faculty interest and needs. Twenty two faculty development seminars and workshops addressing three areas of faculty-identified interest were organized and held during the fall semester;
- Established faculty discussion/focus groups; and
- Prepared and presented Ad Hoc Teaching and Learning Center Proposal committee report to NGSU's faculty senate.

Savannah State University

Distinguished Professor: **Kenneth S. Sajwan**
Start Date: August 1998
Activities/Impact: The Distinguished Professor Program at Savannah State University has as its goal the raising of intellectual curiosity on campus, learning assessment, and the establishment of the Center for Teaching and Learning. Dr. Sajwan organized monthly seminars on campus during the fall 1998 semester for faculty members to share their research and teaching with the campus community. Dr. Sajwan also has begun a campus-wide initiative focusing on the study and assessment of model teaching and learning styles, the establishment of learning outcomes, the inclusion of technology and computer assisted instruction, and learning workshops with area K-12 teachers. As a follow up from the recommendation of last year's Distinguished Professor, Savannah State University has implementing the Center for Teaching and Learning this year. The Center will house resources for teaching and faculty development, multi-media presentations, and computer learning assistance.

South Georgia College

Distinguished Professor: **Michael Fisher**
Start Date: August, 1998
Activities/Impact: Dr. Fisher has conducted four, two-hour workshops which focused on enhancing the effectiveness of the teaching/learning process through the use of interactive television technology. Using GSAMS technology, his presentations provided a general overview of the technical aspects of interactive teaching and helpful hints for enhancing the process.

Southern Polytechnic State University

Distinguished Professor: **Scott Tippens**
Start Date: August, 1998
Activities/Impact: The Southern Polytechnic State University (SPSU) 1998-1999 Distinguished Professor Program has three goals: a faculty grant program, a faculty development program, and an expansion of SPSU's general education learning outcomes of critical thinking and communication throughout the breadth and depth of the curriculum. The faculty grant program is designed to encourage creative methods for improving student communication and critical thinking skills with the use of technology. Dr. Tippens chaired the faculty grant evaluation committee which funded three proposals. The faculty development program is the centerpiece of the Distinguished Professor Program. Coordinated by Dr. Tippen, the faculty development program will involve a four-hour semester course with 10 or 12 faculty selected from a campus-wide pool of applicants. Participants will be provided software, books, and reassigned time as required. Topics will include classroom assessment techniques, critical thinking in the classroom, writing across the curriculum, and utilizing web-based technology for instruction. All program instructional materials will be made available on the web as part of a new SPSU Teaching and Learning website. Dr. Tippens and a recently selected faculty member will begin workshops in the spring to begin introducing critical

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thinking and communication throughout the university curriculum.

State University of West Georgia

Distinguished Professor: **Barbara Neuby**
Start Date: August, 1998
Activities/Impact: Dr. Neuby presented a Transactional Model of Classroom Teaching — a new method of motivating both students and teachers — at two faculty seminars during the fall semester. Dr. Neuby also has conducted two freshmen student seminars where she raised student awareness by discussing the new expectations colleges have for entering students. Dr. Neuby has requested proposals from faculty for software upgrades to increase the use of technology in their teaching, and she has compiled a list of possible speakers who will be invited to visit the campus in the spring to talk about technology in higher education. Teaching videos requested by Dr. Neuby are now being used in Political Science classes, and she plans to attend one or more conferences on teaching and technology in the spring.

Valdosta State University

Distinguished Professor: **Viki Soady**
Start Date: August, 1998
Activities/Impact: Dr. Soady has designed a project that will initiate a longitudinal study on "educating for change" in the region. Working with two other faculty members as an interdisciplinary team, Dr. Soady will design a research questionnaire to be used with students concerning social attitudes as they enter and move through the university. This study will also look at the effects of service learning on broadening perspectives and investigate learning issues from a psychological perspective. The research team will present their research at the 1998 AME Conference at Dartmouth College and has agreed to sponsor a local symposium that will be shared with other regional universities. In addition to the work by Dr. Soady, three faculty fellows in the Center for the Advancement of Teaching and Learning have also conducted research as part of the Distinguished Professor Program: Dr. Martha Giddings, Assistant Professor of Social Work; Dr. John Slate, Professor, Educational Leadership; and Dr. J.S. Larh Professor of Art. Their projects focus on student acquisition of professional skills and on ways to make technology a useful tool in the education and art classrooms.

Professional Development: Serving Our Students and the State

Appropriated: $1,000,000 (FY97), $1,000,000 (FY98), $1,000,000 (FY99)

The goals of this initiative are:

- To encourage or enhance the improvement of teaching and learning activities;
- To designate an area as a Staff Development Training Resource Center;
- To establish or improve a continual program of computer technology training for all mid-level managers and staff;
- To develop a training program for managing/understanding diversity in the workplace;
- To provide a preventative training program for legal issues and/or legal obligations for all university employees, particularly for administrators and faculty with personnel responsibilities;
- To develop a Leadership Development Program for Division/Department Chairs and Directors of non-academic units;
- To provide training programs to help employees become more customer-oriented using the Continuous Quality Improvement approach.

Initiative Update:

The implementation of the Professional Development Initiative in FY99 involves expenditures and efforts in the following areas:

- **University System of Georgia Teaching and Learning Conference** — "Shifting the Emphasis from Teaching to Learning" was the theme chosen for a two-day, systemwide conference on teaching and learning that was held in Atlanta, Georgia, on November 5-6, 1998. Each institution within the System selected a team of faculty members to attend this conference. Team members attended workshops and presentations given by national and local speakers and facilitators who discussed various ways for enhancing teaching and learning on college and university campuses. Several times during the conference, each team was provided the opportunity to react to ideas, and to formulate plans for implementing the proposed ideas and strategies when they returned to their campuses.
- **University System of Georgia Teaching and Learning Grants** — In March 1998, the Office of Academic Affairs invited faculty members at all University System institutions to respond to a Request for Proposals for Teaching and Learning Grants to fund a diverse array of faculty development projects. A Systemwide committee of faculty and department chairs reviewed the proposals, and a total of $431,266 was used to fund quality proposals during FY99 in the areas of course or professional development.
- **University System of Georgia Grants to Academic Advisory Committees** — Grants to fund faculty development efforts also were awarded through a competitive process to several University System Academic Advisory Committees. These disciplinary committees are composed of one representative from each institution where a particular discipline is taught e.g., chemistry, political science, biology, etc. A total of $26,319 was awarded to fund selected proposals that were submitted by Academic Committees for FY99 activities.
- **Co-Reform Forum Opportunities** — Also funded by this initiative are faculty development activities for University System faculty and administrators who are currently working with K-12 faculty and administrators to achieve one of the major goals of the P-16 Initiative, the co-reform of education at all levels within our state. An Invitational Forum was held in September 1998, with a follow-up Forum scheduled for February 1999. The purpose of the Forums is to assist institutions in the development of programs that reflect the emerging features of national reform in the preparation of school leaders and counselors, a major component of the Board of Regents approved Principles and Actions for the Preparation of Educators for the Schools.
- **Workshop for Department/Division Chairs** — A three-day workshop is being planned for March 1999 for new and experienced department or division chairs at the System's 34 institutions. Topics will focus around issues related to academic affairs-faculty workload, strategic planning, legal issues in academia and others.

Professional Development

- **Regents Teaching Excellence Awards** — The Request for Proposals has been sent to all campuses, and in March 1999, six awards for teaching excellence will be made to University System faculty or staff and departments or programs. Each institution has been asked to nominate one faculty or staff member and one department or program for these awards. Three faculty and staff, one from each institutional sector (research, regional and state universities and two-year colleges) will be chosen to receive Regents Teaching Excellence Awards. Three departments or programs, one from each institutional sector, will also be chosen as recipients. In addition to recognition by the Board of Regents, each winner will receive $5,000.
- **University System of Georgia Faculty Associate** — One University System faculty member is presently working in the Office of Academic Affairs as Faculty Associate. She is providing the Academic Affairs division with a faculty and campus perspective. At the same time, the Associate is gaining a systemwide perspective that will enhance her work as a faculty member when she returns to the campus.
- **Grants Officers Workshop** — A workshop was held in December 1998, to assist campuses with the Teaching & Learning Grants process. One individual from each campus was invited to attend the workshop, and become familiar with the procedures and purposes of the grants. The goal of this workshop is to enhance and increase the number of quality proposals submitted for FY 2000.
- **Post-Tenure Review** — The University System of Georgia is now in the second year of post-tenure review. Approximately 60 percent of the faculty eligible for post-tenure review have undergone the process since implementation began in FY98. The System has begun to gather institutional data in order to define the effectiveness of the review process. In addition, in March 1999, all System institutions will be invited to respond to a RFP to honor faculty with exemplary post-tenure reviews. There also has been interest in the University System of Georgia becoming a participant in a national study of post-tenure review.

Financial Report:

Item	*Projected*	*Expended*
Faculty Associate	**$ 30,000**	**$ 30,000**
Administrative Support	81,000	81,000
Post-Secondary Teacher Preparation (Faculty Development)	**35,000**	**35,000**
Invitational Forums (Faculty Development)	75,000	75,000
Teaching and Learning Grants	**431,266**	**431,266**
Academic Advisory Committee Grants	26,319	26,319
Teaching/Learning Conference (Books)	**6,309**	**6,309**
Teaching and Learning Conference	27,250	27,250
PREP/Mandala	**12,500**	**12,500**
Grants Officers Workshop	67	67
Teaching and Learning Grant Reviewers	**15,000**	
Teaching & Learning Grant Reviewers Workshop	1,500	
Teaching Excellence Awards Reviewers	**2,000**	
Teaching Excellence Awards	30,000	
Department Chairs Workshop	**27,000**	
Administrative Committee on Learning Disorders	800	800
Professional Travel	**10,000**	
Post-Tenure Review	188,989	
TOTALS	**$1,000,000**	**$ 725,511**

Facilities Master Planning

Appropriated: $450,000 (FY97), $1,000,000 (FY98), $450,000 (FY99)

The goals of this initiative are:

- To develop up-to-date facilities master plans, based on mission and academic program needs, for every University System institution by the year 2000;
- To ensure that these master plans are maintainable and become an integral part of the institution's thinking about change and future growth;
- To provide comprehensive guidelines for expansion, adaptation and renovation of facilities and infrastructure as a sound basis for capital requests to assure the best return on investments in facilities and the environment;
- To use privatization and out-sourcing as much as possible to accomplish these goals.

Initiative Update:

The Board of Regents is committed to formulating an educational vision for today's changing world and for Georgia's emerging future. The individual institutions of the University System of Georgia have joined efforts to prepare coordinated and complementary mission statements, strategic plans and enrollment goals to meet growing state-wide needs. This accelerating growth in Georgia brings added impetus to preparing comprehensive plans for the future. The Board of Regents has established the goal of preparing and adopting campus master plans at each of the System's Campuses by the year 2000.

In order to facilitate assessing these campus master plans and to ensure that they are analytically (not advocacy) based, the Board has adopted a Physical Master Planning Template. The Template has a dual purpose: to assist institutions in preparing physical master plans which support their educational missions and to provide information which will guide the Board of Regents in decision making. The Template is a guideline which defines the content, methodology, information sources and level of detail of the data which is anticipated for the physical master plans. The Template can be viewed on the world wide web at the following address: **http://www.peachnet.edu/admin/capres/plantemp/**

Thirteen campus or center master plans have been completed and presented to the Board of Regents. Seventeen more campuses or centers are currently preparing their Master Plans for presentation. There are six remaining campuses/centers currently anticipating funding to ensure all institutions will be involved in Campus Master Planning by the year 2000.

Campus Master Plans Presented to the Board

Armstrong Atlantic State University

Augusta State University

Clayton College & State University

Dalton State College

Floyd College

Georgia Southwestern State University

Georgia State University

Georgia Institute of Technology

Gwinnett Center

Kennesaw State University

North Georgia College & State University

State University of West Georgia

The University of Georgia

Master Plans

Campus Master Planning Underway

Abraham Baldwin Agricultural College
Albany State University
Bainbridge College
Columbus State University
Fort Valley State University
Georgia Perimeter College
Georgia College & State University
Gordon College
Macon State College
Medical College of Georgia
Middle Georgia College
Savannah State University
Skidaway Institute of Oceanography
Southern Polytechnic State University
South Georgia College
Valdosta State University
Waycross College

Anticipating Funding

Atlanta Metropolitan College
Coastal Georgia Community College
Darton College
East Georgia College
Gainesville College
Georgia Southern University

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P-16 Partnerships and Common Database

Appropriated: $ 300,000 (FY97), $450,000 (FY98) (includes $150,000 for Common Data Base), $3,350,000 (FY99) (includes $150,000 for P-16 database, $800,000 for Advanced Academies, $620,000 for local P-16 councils and program costs, $1,600,000 for PREP and $180,000 in lottery funds)

The goals of this initiative are:

The Georgia Pre-School-Post-Secondary Education (P-16) Initiative is designed to reduce systemic problems in public education; to increase the academic readiness for post-secondary education of students who are in at-risk situations; and to increase post-secondary options for high school students who are gifted academically or technically. It represents the core effort of the University System to increase significantly what is expected of students while helping them raise their aspirations and improve their academic readiness and achievement. It involves the commitment and efforts of the heads of four public education agencies, key legislators, educators, business leaders, and youth advocates. This involvement includes significant financial support from the private sector to enable the University System meet the goals for this initiative. Since 1997, more than $10 million has been contributed from the private sector for P-16 and PREP. The overall goal is to improve student success, defined as: the successful student has met high standards and demonstrated achievement at each level, and is ready to advance to the next level of : work, occupational training, and/or education; resulting in productive employment and responsible citizenship.

There are three strands of work: 1) supplemental programs for students in at-risk situations and for gifted students; 2) development of P-16 seamless education; 3) and the co-reform of schools and teacher education.

The Georgia P-16 Council is promoting voluntary changes in public education (e.g., higher requirements, alignment of what students must know and be able to do to progress from one level of education to the next, and student progression based upon performance). Through local P-16 councils, schools, colleges, and technical institutes are developing seamless pathways for students from preschool through post-secondary education, and focusing teacher preparation and teacher development on practices that will lead to improved student achievement in schools. There are two pre-college components to the P-16 Initiative: The Post-Secondary Readiness Enrichment Program (PREP), a statewide supplemental academic program offered to 7-12 grade students in at-risk situations to facilitate their access to post-secondary education; and Academies for gifted high school juniors and seniors, that make it possible for participants to earn high school and college credit while enrolled full-time in college courses. Fifteen local P-16 councils, nine school-college-technical institute PREP sites, two gifted academies, and a statewide network provide the infrastructure necessary to build grass-roots support, to offer programs, and to pilot new directions. A P-16 linked student database to support evaluation is in the pilot stage of implementation.

Initiative Update:

PRE-COLLEGE PROGRAMS

- **Post-Secondary Readiness Enrichment Program (PREP)** — PREP is in its third year of operation, starting with a class of 7th graders in FY97; adding 8th graders in FY98; and 9th graders in FY99. PREP services are now being offered to students who are attending 133 high schools and 249 middle schools throughout the State. Close to 14,000 students are now participating in PREP. PREP started with middle school students, as they will be the first group to enter University System institutions under the higher admissions standards that take effect in 2001. PREP services include tutoring, mentoring, career exploration, leadership development and self esteem sessions, cultural enrichment, community service and parental involvement.

  FY99 funding for PREP is being used for operational costs to implement the program at 25 colleges and universities and for administrative costs to coordinate the program at the System level. Ninety-one percent of state and private funds were allocated to the institutions in 102 counties to provide direct services to students in at-risk situations.

  In order to meet the changing needs, interests, and schedules of the high school students, a number of programs have expanded services to include PREP Clubs and Saturday programs that emphasize leadership development and teamwork knowledge and skills. The Advanced Academy is one example of a Saturday program in which PREP students from four colleges and universities

in the Atlanta area meet together at one of the campuses for academic enrichment classes. In this way the institutions are able to share staff and other resources.

In FY98, 2,900 PREP students participated in two-week Summer Enrichment Programs on the college campuses and it is expected that the number will increase to 4,500 for the FY99 program. In order to accommodate the increased number of students and serve the different needs of middle and high school students, several institutions will have to offer separate middle school and high school programs. This will increase the cost for staff to maintain two quality programs. Programming emphases in the summer are mathematics and the sciences. Students participate in hands-on learning activities in classes that are taught by college faculty and teachers from the local schools.

In the external evaluation of PREP, conducted in FY 98, the parental involvement component was cited as an area needing improvement. During this fiscal year increased efforts have been made to engage parents as partners in PREP. Early results indicate that the efforts are having an impact as more parents are attending the special sessions that are offered for them. One PREP program held a parent meeting via GSAMS at four middle schools for parents who lived at a distance from the campus and had excellent attendance.

The Middle School Visitation Day component of PREP involves the 34 System institutions and technical institutes. This project gives entire seventh and eighth grade classes the opportunity to visit the campuses for a day. The students interact with college student organizations and in many instances are able to sit in on college classes. Visitation days for this year are currently being scheduled. During FY97 and FY98, 61,000 middle school students experienced college life through the campus-visitation component of PREP.

The mentoring component of PREP, which originated in FY98, was greatly expanded in FY99. Selection criteria for mentors include: a 2.5 or higher GPA; a recommendation from a faculty member; an expressed interest in teacher education; and a strong service orientation. Mentors serve PREP students as interested listeners and friends; they tutor and facilitate sessions on leadership development and self esteem building; and they work closely with the middle school students in conducting community service projects.

During fall 1998 the mentors participated in a three-hour training session designed to familiarize them with instructional strategies related to standardized test taking and skill building in mathematics. They also reviewed curricular materials that they will be able to use in working with the PREP students. Additional training sessions will be presented for the mentors throughout the academic year.

PREP is administered through the Office of Pre-College Programs. An assistant director was added this year to help with coordination of the expanding program dimensions.

PREP Financial Report:

	State Appropriations	*Lottery Funds*
General program costs	$971,000	
Mentoring program	$400,000 (1)	
Personnel	$229,000	
Equipment		$138,000 (2)
Total:	**$1,600,000**	**$138,000**

(1) each of the 24 participating colleges and universities received $16,666 to hire college and high school students to provide mentoring and tutoring services to PREP students.

(2) Each of the sponsoring institutions received $5,500 to purchase technological equipment for the program.

This state funding made it possible for the University System to leverage an addition $2.2 million in private support for PREP for FY99.

- **Gifted and Talented Academies** — There are two gifted and talented academies that fall within the Office of Pre-School Programs. Both are full-time residential programs on a college campus for some of the most talented and academically competitive high school students in Georgia. Academically talented high school juniors and seniors are eligible to apply. Students enrolled in the academies take a full load of regular college courses and earn credit towards both high school graduation and college. Accomplishments for both academies are described below.

  Georgia Academy of Mathematics, Engineering, and Science (GAMES)—Middle Georgia College

  Students that enroll in GAMES generally plan on obtaining college degrees leading to careers in mathematics, engineering, the sciences, computing, and the health fields. In FY99, 49 students are enrolled; 33 are new college freshmen; 16 are returning students. Fall 1998 freshmen entered GAMES with an average high school GPA of 3.83 and an average SAT score of 1241. Students returning to the GAMES program in Fall 1998 earned an average college GPA of 3.4 during their first year in the program.

  The students are enrolled in regular college classes. Coordination with the high schools ensures that the courses will satisfy their high school graduation requirements as well as the requirements for an associate degree from Middle Georgia College.

  GAMES is coordinated by: the director (also the Chair of the Division of Natural Sciences and Mathematics), a full-time activity director, a full-time dorm mother, and eight student resident assistants (RAs) who are college sophomores. The activity director, dorm mother, and RAs live in

P-16 Partnerships

the residence hall with the students.

GAMES Financial Report:

Instructional program	$106,000
Students services	$18,000
Personnel	$190,000
Program promotion	$86,000
Total:	**$400,000**

Advanced Academy of Georgia—State University of West Georgia

Sixty students enrolled in the Advanced Academy of Georgia in Fall 1998. The average SAT composite score of the current class is 1254; their average high school GPA is 3.90. Twenty-two of the students tested out of the first college freshman composition class, with 17 of them earning placement in college sophomore Honors Literature. Ten entering students tested out of the first college level mathematics course, and six tested out of the first two college-level mathematics courses and into calculus.

The Academy scholars performed academically well above the average of the traditional freshman class, with the last class earning an average cumulative college GPA of 3.2. In addition, the students participated in the University's Honors Program; 12 of them will participate with other West Georgia Honors students in the 1998 Southeastern Regional Model U.N. competition; two Academy students will presented research papers at the National Collegiate Honors Council in Chicago, and one student presented a research paper at the 1998 Southeastern Sociological Symposium.

The program began in the Fall of 1995. All students who entered the program have continued with their undergraduate degree programs within Georgia and elsewhere.

Advanced Academy of Georgia Financial Report:

Student leadership and enrichment activities	$75,000
Student orientation	$5,000
Computer laboratories and connections	$75,000
Program promotion	$30,000
Personnel	$200,000
Academy staff professional development	$15,000
Total:	**$400,000**

STATE AND LOCAL PRE-SCHOOL-POST-SECONDARY EDUCATION (P-16) COUNCILS

The work of P-16 councils, at both state and local levels, is designed to put into place the conditions necessary to increase student achievement at each level of education and to ensure readiness for the next level of education, occupational training, or work. P-16 councils work to raise standards and align expectations and curricula for students, from pre-school through post-secondary levels, and to improve teacher quality. The ultimate goal is to insure that all graduates from high school and post-secondary institutions become contributors to the citizenship and economic vitality of Georgia and the nation.

- **Georgia P-16 Council** — At the state level, accomplishments include:
  - (1) an agreement between the Department of Education and the University System as to the courses that satisfy the college preparatory curricular requirements for college/university admission;
  - (2) improved post-secondary options that are available to high school students;
  - (3) recommendations for enhancing the infusion of international perspectives into the curriculum, P-16;
  - (4) completion of The Status of Teaching in Georgia, a comprehensive status report of teacher preparation, teacher licensure, teacher induction, teacher mentoring and professional development;
  - (5) development of new policy and specific requirements for strengthening the preparation of new teachers in University System institutions, consistent with the recommendations contained in The Status of Teaching in Georgia;
  - (6) draft academic standards in English, mathematics, and computing have been developed as to what students need to know and be able to do to graduate from high school and for admission into college, technical institute or entry into the work force;
  - (7) the pilot of the Georgia Early Mathematics Placement Test (GEMPT) is underway, designed to help students take the mathematics course during their senior year of high school that will be most beneficial for success in college (see separate section below); and
  - (8) the pilot of a P-16 linked student database is underway that will make it possible to monitor student progress from pre-school through post-secondary education (see separate section below).
- **Local P-16 Council** — At the local level, 17 challenge grants have been awarded to help implement P-16 goals. The local councils are developing seamless pathways for students from pre-school through post-secondary education, and focusing teacher preparation and teacher development on practices that will lead to improved student achievement levels. Three of these councils—Metro Atlanta, Northwest Georgia, and West Georgia—have been selected by the Council for Basic Education to pilot a national effort designed to use K-12 academic standards as a framework for the redesign of their teacher preparation programs.

  During FY99 the primary foci of local P-16 councils are: 1) the redesign of teacher preparation programs by faculties from colleges of arts and sciences and education in part-

nership with P-12 schools (11 councils) and 2) a pilot to develop academic and performance standards and assessments of what students need to know and be able to do to enter college, technical institute, or work (at level 12) and to move from two-year to four-year college or into the workforce at level 14 (four councils).

- **Early Mathematics Placement Test** — The Georgia Early Mathematics Placement Test (GEMPT) is designed to help students take the mathematics course during their senior year of high school that would be most beneficial for success in college. The purpose of the test is to give juniors a good indication of where they stand in terms of mathematics placement if they were to enter college on that day. If both the student and the parents understand the consequences of needing remedial mathematics courses in college, then students can schedule the appropriate college preparatory course during their senior year of high school. From the perspective of the University System, the goal of the GEMPT is to reduce and eventually to eliminate the need for remedial mathematics courses in college.

  During FY98, the initial year of the GEMPT pilot, 4,200 students in six school systems were tested. This test was offered at no charge to students. Each student received a letter explaining where he/she would be "placed" in college level mathematics based on his or her test results, their intended college major, and institution selected. During FY99, the second year of the GEMPT pilot, 24,000 students from 22 school systems are participating in the pilot. School systems that are participating are spread throughout the state. The first round of testing was completed on November 9, 1998. Two more rounds of testing are planned during winter and spring of 1999. In addition to the test, students in both the FY98 and FY99 pilot are surveyed during their senior year in order to determine the type of mathematics course selected and the influence of the GEMPT on their decision.

  The University System contracted with the ***Georgia Institute of Technology*** to develop and implement the GEMPT. Following the second pilot a decision will be made as to whether or not to implement and to sustain the GEMPT statewide.

- **P-16 Linked Student Database** — The purposes of the Georgia multi-agency linked student database are: 1) to monitor student progress from pre-school through post-secondary education, and eventually, into the labor market; and 2) to provide information to Georgia's educational agencies, institutions, and state and local P-16 councils on the success of various initiatives in improving student learning. In order to address these purposes, bilateral agreements to link student databases among the Office of School Readiness (OSR), Department of Education (DOE), Department of Technical and Adult Education (DTAE), the University System, and the Professional Standards Commission (agency that certifies teachers) (PSC), are needed to share data. To date agreements are in place between the University System and DTAE, between the University System and DOE and between the University System and the PSC. Agreements are under development between DOE and DTAE, DOE and OSR, and DOE and PSC. Further bilateral agreements with the Georgia Student Finance Commission (to track HOPE scholarships) are being considered.

  A RFP to develop and pilot test the P-16 linked student database was developed and disseminated in early spring of 1998. The RFP specified that the confidentiality of the student data was to be safeguarded as defined by the federal Family Educational Rights and Privacy Act (FERPA) and other applicable laws and regulations. Several additional guidelines were specified including:

  - The shared data will be used only for research to improve education;
  - The data will not be released outside of the agencies involved in the agreements;
  - The data will be maintained in a secure environment;
  - No release of reports or information will include information that could identify a specific person; and
  - Either party may terminate an interagency agreement upon 10 days notice.

  The proposal submitted by the Office of Information Technology Outreach Services and the Carl Vinson Institute of Government at the ***University of Georgia*** was funded. These offices have an inventory of core technology that is unsurpassed and have considerable experience managing large databases. The proposed plan of action includes:

  - Building strong working relationships with the participating agencies;
  - Data specification to guide participating agencies in extracting data from their operational systems to meet project requirements;
  - Cleaning up the data to identify and remedy inconsistencies and problem areas;
  - Modeling of the linking of databases using standard keys that are common across databases (e.g., social security number and institution identification code);
  - Development of linked databases;
  - Deployment of the system using the Windows environment and on CD-ROM for easy distribution to the participating agencies; and
  - Using the data to answer specific research questions specified in the RFP.

  Currently, the Information Technology Outreach Services (ITOS) and the Carl Vinson Center are at step four above (modeling of linked database) and beginning step five for the agencies that have signed the bilateral agreements. Preliminary pilot testing of the linked databases demon-

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strates that students can be monitored across agencies and their respective databases suggesting great promise of this system for evaluation. In addition, ITOS has developed draft security guidelines and a Non-Technical Guide to Data Collected for the P-16 Georgia Multi-Agency Linked Student Database.

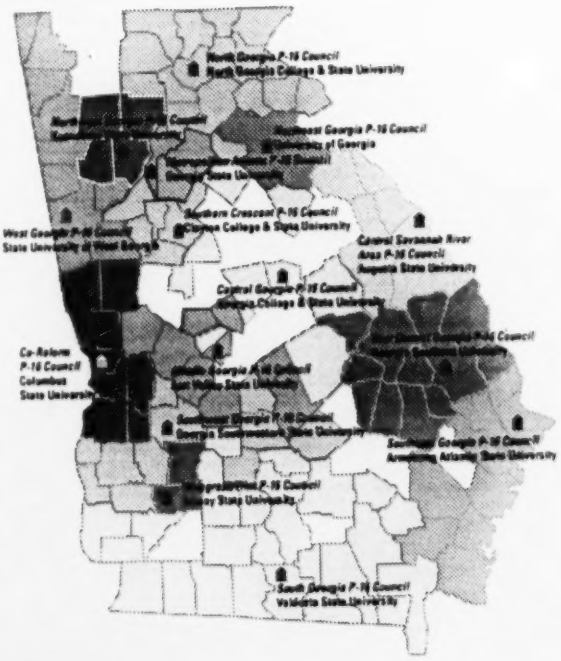
P-16 State and Local Councils Financial Report:

	State Appropriations	*Lottery Funds*
Support to local councils	$370,660	
Professional development and program evaluation	$100,000	
Georgia P-16 Linked Database pilot	$150,000	
Computer equipment		$42,000
Personnel/support costs	$149,340	
Total:	**$770,000**	**$42,000**

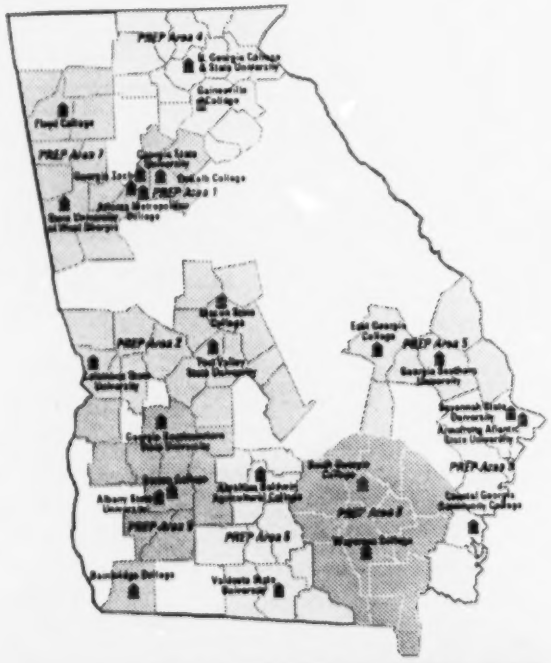
In addition, $220,000 in University System funds were redirected to support the pilot of the Georgia Early Mathematics Placement Test (funds pay 50% of the program managers salary, other support staff, the cost of scoring the test, development of surveys, equipment, materials and supplies, mailing, development of a database to track the progress of students).

These state funds made it possible for the University System to leverage approximately $1.5M in private funds for state and local P-16 councils for FY'99.

P-16 Councils



PREP Sites



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The Next Step — Taking Graduate Education to the Next Level

Appropriated: $3,887,370 (FY97), $4,015,968 (FY98), $4,015,968 (FY99)

The goals of this initiative are:

- To improve the quality of the research universities within the University System of Georgia;
- To strengthen selected graduate programs;
- To contribute to the State's economic development;
- To take initiatives to strengthen the historically black colleges, with special emphasis on graduate programs;
- To use State funding as a leverage to generate cash contributions or gifts-in-kind from non-state sources;
- To build on previous University System of Georgia special initiatives;
- To interest top Georgia residents in research and in continuing education at the advanced level;
- To develop seminars and short courses for individual or corporate affiliates and to engage these entities in research or professional activities when appropriate;
- To strengthen the linkages among the State's colleges and universities and to enable students from non-research institutions to access the resources (programs and faculty) at research universities;
- To support programs that (a) have national prominence, or (b) move into a strategically important area, or (c) provide critical State needs for skilled personnel, or (d) improve the ability to address important economic development issues;
- To become one of the most highly-regarded groups of state-supported research universities in the nation.

Initiative Update:

Below is an update pertaining to each institution receiving funds under the special funding initiative for graduate education. There is a clear link between the goals and objectives of this graduate initiative and the use of resources by the institutions involved.

Medical College of Georgia

Project: **Inter-Institutional Biomedical Graduate Program**

Funding Level: $612,370 (FY97), $162,000 (FY98), $650,000 (FY99)

I. **MCG Education priority - goal 2**: This year's funding of $162,000 allocated for the Inter-institutional biomedical graduate program was used to continue the operations of the University System-wide M.D./Ph.D. program. This funding was used for eight stipends of $15,000 each, the salary and fringe benefits of the Program Administrator at $33,171, and the remaining for student travel, recruitment, and operating expenses. Funds for FY2000 will be allocated in a similar manner. Additionally, **Dr. James Goldenring** was appointed the Director of the program along with three site chiefs at ***Georgia Tech***, ***Georgia State*** and the ***University of Georgia*** (Drs. **Yoganathan**, **Boykin**, and **Puett**, respectively).

II. **MCG Education Priority - goal 4**: The program administrator, **Mary Scott Thomas** has established a world wide web site for the program which contains biographical and research program information on all of the faculty who are participating in the program at the four campuses. The web site also provides general information on the program as well as information on the dual degree pathway. The website continues to be instrumental in the endeavor to get word out about the program. The fact that many inquiries are received by email from overseas is a testimonial that knowledge regarding the program is accessible. Last year 28 people applied to the program. This spring, the program held its second system-wide convocation at the ***University of Georgia*** (Athens). The day-long meeting was highlighted by guest speaker **Timothy Wang, M.D.**, Massachusetts General Hospital, four research presentations by investigators from each of the four campuses as well as presentations by two current M.D./Ph.D. students. The sessions were attended by more than 40 undergraduate students from the ***University of Georgia***, ***Georgia Tech*** and ***Georgia State University***. The third annual convocation was scheduled for fall of 1998.

Assessment of Operations

1) ***Expected Results:*** All students are expected to maintain a GPA of 3.0 throughout all stages of study. First year students are responsible for finding a lab to rotate in the summer between the first and second year. Students ending the second year are required to take the Medical Licensing Examination and the Clinical Skills Training course before entering the Laboratories for the third year. In years three-five, the student will continue to make progress towards earning a Ph.D. In the first year of this phase, an advisory committee and major advisor is chosen. The first exam is taken after completing one year of study and the second exam is taken three-six months later. The student will defend his thesis after completing the third year and before returning to the wards.

2) ***Assessment Methods/Procedures:*** Evaluation of students is based on grades obtained in coursework, outcomes of comprehensive exams, board examinations and successful defense of the dissertation. The student's progress in graduate school is monitored by the major advisor and their thesis committee, and medical school progress is determined by quarterly transcripts.

3) ***Assessment Evidence:*** Because of the rigorous requirements of the course of study, it is expected that 75 percent of entering students will complete the program. The senior student, **John Morgan**, graduated with his M.D. in June, 1998. Due to the difficulty of focusing on research once a student has reentered the clinical clerkships, it is now a program policy for all students to defend their doctoral dissertation before leaving the School of Graduate Studies.

4) ***Analysis of Findings/Comparisons with National or Regional Results or Long-Term Trends:*** In 1997 three students left the program due to personal life changes and family considerations. In 1998, the program had a 100 percent retention rate.

5) ***Improvement Plans:*** In 1998, the advisory system was strengthened to provide students more avenues for both research opportunities and career advice. A stronger mechanism has been codified for a smoother transition between the medical school and graduate research at the non-MCG campuses by putting all students on the same paying mechanism. In the past, students in the School of Medicine were paid stipends at the beginning of each quarter and students in the School of Graduate Studies received stipends at the end of each month. Currently, students in the School of Medicine are being paid monthly by check requests and beginning Fall Semester 1998, students in the School of Graduate Studies also were paid by check requests.

III. An Annual Meeting which is normally held during the Spring of the year has been moved to the fall. This year a number of recruitment trips to Atlanta and some of its surrounding areas are planned.

Two students in the program were acknowledged with awards: **David Woodrum** won first place in student presentations at the Southeastern Regional Pharmacology Symposium. **Evelyn Baranco** received the American Society for Cell Biology (ASCB) Minorities Affairs Committee Travel Award to attend the ASCB Annual Meeting in Washington, DC, which was held from December 13-17, 1997. The Program Director, **James R. Goldenring, M.D., Ph.D.**, received the School of Graduate Studies 1998 Outstanding Faculty Award. Students have continued to demonstrate their academic success. Students have presented at eight national meetings this year. One student earned a minority travel award to the American Society of Cell Biology meeting. One senior student successfully defended his doctoral dissertation in cellular biology and anatomy in June 1998. One student in the second year class was admitted to ***Georgia Tech*** in the Bioengineering Program. He began full-time Ph.D. studies at Georgia Tech Summer Quarter of 1998. Another student who began Ph.D. studies in the Biochemistry Department at the ***University of Georgia*** in the fall of 1997 has chosen to return to MCG and will continue her graduate work at this institution.

Medical College of Georgia

Project: **Institute of Molecular Medicine and Genetics, Core Facilities**

Funding: ***$650,000 (FY97), $650,000 (FY98), $650,000 (FY99)***

Program Narrative:

Basic cellular processes (like gene manipulation, gene transcription, intracellular protein, membrane traffic regulation, signal transduction machinery, and cellular differentiation) are considerably more complex than had been assumed by past research.

Accordingly, the ability to identify and ultimately manipulate the functional components underlying diverse cellular functions requires an interactive set of colleagues with multiple interests and distinct methodological approaches.

These interdisciplinary laboratories are organized around particular thematic programs by groups of collaborating investigators who come from diverse backgrounds, in terms of training and research experience. These investigators are supported by core research facilities which include state of the art equipment and information processing capabilities. The vast array of available methodologies, instrumentation, and potential strategies is beyond the expertise of any one investigator. Hence, core facilities are critical to the success of multi-disciplinary and sophisticated approaches to molecular research projects. These core facilities help to recruit new scientists, train M.D.-Ph.D. students and enhance postdoctoral training.

This initiative provides the skilled technical personnel to operate research equipment funded from public and private sources in the following core facility areas: molecular biology,

cell imaging, electron microscopy/histology, transgenic zebrafish, transgenic mouse, embryonic stem cell, cytofluorimetry (cell sorting), and transgenic analysis. Additionally, funds are being utilized to create an information systems network for the research areas within the Institute.

Funds from this initiative are necessary ingredients for the continuing development of the research enterprise at the Institute of Molecular Medicine and Genetics, the flagship for biomedical research at the ***Medical College of Georgia (MCG)***. In FY 2000, funds provided from this initiative will be used to continue to support and expand the services provided by the core facilities administered by the Institute. As the flagship for the renaissance of the biomedical research enterprise at MCG, the Institute has a special responsibility to ensure that the core facilities continue to provide state-of-the-art technical services to all of MCG and other researchers in the state of Georgia. Specifically, funds for FY 2000 will be used to continue to support operating costs, to replace and service existing equipment, and to expand existing services by purchasing new equipment.

Program Accomplishments and Update:

Molecular Biology Core - The molecular biology core facility is administered through both the Department of Biochemistry and the Institute of Molecular Medicine and Genetics. This core offers DNA synthesis, DNA sequencing, mass spectrometry, peptide synthesis and peptide sequencing. A second technician was hired to assist in DNA sequencing and DNA synthesis. The core now employs four personnel. Two technicians and all operating expenses, with the exception of some equipment maintenance costs, are funded through revenue generated. Peptide synthesis and sequencing remain constant. Mass spectrometry is now offered. The core continues in its efforts to encourage interaction between investigators and the facility. This facility provides services to four outside users, four users within the University of Georgia System, and 40 investigators within MCG. Revenues in the amount of $174,600 have been earned since January, 1998.

Imaging Core - This facility offers four basic imaging resources. A molecular dynamics confocal microscope, two Zeiss fluorescent microscopes with photometrics cooled CCD cameras, an Eppendorph microinjection device attached to an inverted Zeiss microscope, and both Silicon Graphics and Macintosh-based computational capabilities for data-processing, analysis and presentation.

The facility is well equipped to image fluorescent probes for co-localization and 3D reconstruction. Optical sections can be generated either by confocal microscopy or wide field deconvolution microscopy. The core is also well equipped for documenting 2D and 3D dynamic changes in living cells such as ion fluxes, pH changes, or membrane trafficking. Over the past year, the goal was to develop a base of users by offering free use and training to members of the MCG research community. Thirty one members of the Institute used the imaging core facility over the past year. Faculty of the Department of Pharmacology & Toxicology, the Vascular Biology Center, and the School of Dentistry also used the facility. The goal for the next quarter is to continue offering free training in the use of core facility equipment but to institute a fee system that should offset current operating expenses. Plans are to acquire a multiphoton microscope during this 1998-1999 fiscal year which will be utilized for imaging living cells and tissues.

Electron Microscopy/Histology Core - The electron microscopy and histology core facility is housed on the sixth floor of the Veterans Medical Center and continues to be staffed by two full time technicians. Services of the core have been augmented with the addition of a Reichert cryostat, specifically outfitted for frozen sectioning of human tissue. Also, to increase the efficiency and capacity of the facility, a second automated paraffin microtome was obtained as well as an automated slide labeler. It is anticipated that these additions will increase the facility's capacity at least 50 percent over the next year. Over the past year, the facility processed 100 specimens for electron microscopy yielding over 600 thin sections. More than 400 specimens have been processed for conventional microtomy with more than 4,500 sections cut and more than 2,800 hematoxylin and eosin stained slides. Presently 25 percent of the core's work comes from investigators outside the Institute. Currently this core is earning revenue to cover its operating expenses, excluding salaries.

Transgenic Zebrafish Core - The MCG transgenic zebrafish facility is fully operational and the work being done there has attracted national and international attention. Recent publications reporting transgenic zebrafish from this facility include Meng et al (PNAS, 94:6267-6272), Long et al (Development: 124:4105-4111) and Jessen et al (PNAS, 95, 5121-5126). In addition to scientific publications, transgenic zebrafish generated from MCG have been reported by CNN News, *New Scientist* and *Science News*. Two National Institute of Health grants have been activated. The facility also has received a $500,000 grant from the biotech company Ontogeny, in Boston, for collaborative research. These funds will fully support the salaries and operating expenses of this core facility in FY2000.

Transgenic Mouse Core B - The MCG Transgenic Unit was established by **Dr. Andrew Mellor**, and created after extensive refurbishment of animal holding facilities in the Research and Education building. The unit is fully barriered with an independent air handling unit designed to protect mouse breeding colonies from common pathogens. Breeding colonies to generate mice for oocyte and blastocyst production and their fostering after genetic manipulation were achieved by the end of 1997. **Dr. Levent Keskintepe** has been recruited as director for the transgenic mouse and embryonic stem cell core. The facility and program are accredited by the American Association of Laboratory Animal Care (AAALAC), is a registered facility with the United States Department of Agriculture, and has an OPRR Assurance Statement (A-3307-01; dated July 10, 1990) on file.

Graduate Education

To date, a total of 40 new lines of transgenic mice have been generated and collaborative work between ***the University of Georgia*** and MCG has been inaugurated. The ability to produce new lines of transgenic mice has been a major factor in attracting new investigators to MCG.

Due to the presence of the facility a substantial grant donation was made by the Carlos and Marguerite Mason Trust, which will partially support this facility in addition to research on animal models of human disease. This year pilot experiments to establish cryopreservation of mouse gametes and embryos has been completed and the unit has already started to offer cryopreservation as a service to all MCG investigators. This service will be established to secure valuable mouse colonies. After last year's pilot experiments for generation of hybrid mice, the unit increased blastocyst production in early April 1998, and the first mice carrying genetically induced mutations were born in May 1998. Current collaborative efforts have extended to the UGA, Emory University, and the University of South Carolina.

Embryonic Stem Cell Core - This facility functions with the transgenic mouse core to provide gene targeting services to investigators. Gene targeting in embryonic stem cells is used to produce mice with specific engineered genetic modifications, allowing researchers to study gene function in the context of the whole organism. The facility is under the direction of **Dr. Levent Keskintepe**. **Drs. Brian Condie** and **Nancy Manley** serve in an advisory capacity for faculty who wish to have a mutant mouse produced. **Candace Rossignol** and **Suzanne Morris** provide technical support for the facility. In 1998, the facility supported investigators by providing mouse embryonic fibroblast cells, embryonic stem cells, and embroid bodies. Efforts to generate a chimeric mouse was intensified, and the first genetically altered mouse was produced in September 1998. Three new strains of mouse colonies have been purchased to generate embryonic stem cells and fibroblast cells. The unit will start using these colonies in early 1999. Since September 1998, the ES Cell core has generated two hybrid mice and two others are underway.

Cytofluorimetry Core (Cell Sorting) - The facility, directed by **Dr. David Munn**, consists of two Becton-Dickinson flow cytometers, a FACS-Vantage for cell sorting and analysis and a FACS-Calibur for analysis only. **Dr. Meral Keskintepe** manages this facility. Drs. Keskintepe and Munn provide practical advice and technical assistance for MCG investigators wishing to use the cytometers. The FACS-Calibur cytometer is available to all MCG investigators after attending a brief orientation and training course. This versatile machine can be used to analyze complex cell populations stained with monoclonal antibodies linked to fluorochromes. The FACS-Calibur can analyze up to 5 parameters simultaneously (2 light scatter and 3 colors) and is equipped with the latest analysis software (CellQuest and ModFit LT). The FACS-Calibur can be used to detect proteins expressed on the cell surface or inside cells and can also be used to analyze the DNA content of cells for research involving cell proliferation or cell death via apoptosis.

The FACS-Vantage can be used to physically sort cell populations based on immunofluorescent labeling or expression of transgenic fluorescent protein markers. Analysis software is also available on two off-line computers located in the IMMAG Program in Molecular Immunology to expedite data analysis after acquisition. Use of the cytometers is charged to users on a fee-for-service basis. The FACS facility began billing for services in July 1997. Both FACS-calibur and FACS Vantage receive heavy use from members of the Institute and other departments on campus.

A full line of methods development support is available for phenotype analysis, cell cycle analysis, and recovery of cells from transgenic animals expressing recombinant fluorescent markers. This core facility has been used by 44 different investigators from within the Institute and various other departments at MCG. Data from the facility has appeared in numerous publications from MCG. This year, the core is earning revenues sufficient to cover non-personnel operating expenses, with the exception of some equipment maintenance costs.

Transgenic Analysis Core - In spite of advancing knowledge about the functions of individual genes, manipulation of a single gene leads to unexpected phenotypic changes. These changes can provide valuable information about the function of the altered gene. Frequently, the individuals who have the expertise to produce animals with targeted mutations do not have the skills necessary for analysis of the resulting phenotype and outside help must be enlisted. The Medical College of Georgia in collaboration with the Veterinary Pathology Department at UGA offers the only fee-for-service facility providing complete analysis of genetically altered mice, chickens and fish in the world. The core lab for this facility is temporarily housed on the fourth floor of the Interdisciplinary Research Building and is fully equipped for high volume analysis at several different levels based on the clients' needs. **Dr. Margaret Kirby** directs the core, which is managed by **Rennie Wolfe**. The facility at MCG is linked to the Veterinary Pathology Department in Athens by a state-of-the-art telecommunications station in order to share visual images and information. The facility is fully operational and offers a variety of services. This core facility began billing for services in February 1998. Anticipated earnings for the 1998/1999 fiscal year are estimated to be $13,000. A description of services offered as well as samples of work produced by the core can be seen in a color brochure or at the Transgenic Analysis Core webpage located at the address: http://www.mac.mcg.edu/tac/Index.html. The Core's off campus clients include: Princeton University, Department of Molecular Biology, University of California San Diego, Biology Department, and the Veterans Administration Departments of Neurology, General Psychiatry and Neurobiological Psychiatry Research. On the MCG campus the core has provided services to the following departments: Department of Surgery-Urology, Department of Ophthalmology, Department of Cellular Biology and Anatomy, and the

Graduate Education

Department of Surgery-Plastic Surgery.

Savannah State University

Project: **Special Initiative Funding for Graduate Education**

Funding: ***$150,000 (FY97), $150,000 (FY98), $154,962 (FY99)***

Background: The purpose of the project is to enhance the faculty and resources available to the Master of Public Administration and Master of Social Work programs as well as the three proposed graduate programs to be offered by the university.

Program Accomplishments and Update:

Master of Public Administration

- In order to be eligible for professional accreditation, the MPA program must be in existence for four years; the Department has graduated three classes of students since the re-establishment of the MPA program at Savannah State in Sept. 1995. SSU will begin a required "self-study year" in Aug. 1999 and will submit its report in Sept. 2000 to the National Association of Schools of Public Affairs (NASPA) (the accredititing body). This group will visit SSU between Jan. and March 2001 and issue its recommendations in June 2001.
- A HUD grant of $90,000 was received to support community development organizations by funding the work and education of three graduate students who will assist these agencies over the next two years.
- Five MPA students attended the National Conference on Minority Public Administrators in Greenville, South Carolina, and participated in a student panel.
- The Savannah State librarian, in consultation with the MPA faculty, has set a five year target of 6,000 volumes and access to all major periodicals in the discipline periodicals. Much needed reference materials in hard copy and CD roms are now in place. The initiative has helped move the program closer to SACS accreditation in this area.
- Funds for graduate assistants help five students annually to defray their costs while engaging them in research with professors.
- The MPA program completed its first survey of program graduates and had a 33 percent response rate. One of the survey questions asked: "Please check the item that best represents your first job following receipt of your MPA education." All survey respondents checked the answer, "My new job was b. a 'big break' or a large step in my career." Within one year of graduation, 95 percent of the graduates are employed full-time.

Master of Social Work

- The Master of Social Work accreditation process allows SSU to begin the process with no waiting period. The campus has been working on the self-study requirement for just over a year. The accredititing body, Council for Social Work Education (CSWE), notified SSU in February that the institution's self-study report had been accepted and a site visit is scheduled for April, May 1999, with an accreditation report to follow.
- A HUD grant for $361,943 was received by Dr. Scott Sells. This grant will be used to renovate the Midtown Neighborhood Center. One part of the Center will serve as a neighborhood mental health clinic where MSW students will be placed as interns and supervised by MSW faculty.
- The Department of Social Work graduated its first MSW class of 14 in June 1998.
- The Department of Social Work hosted a successful site visit related to seeking accreditation by the Council on Social Work Education. The final site visit is scheduled for spring 1999.
- The Savannah State library's social work book collection has been increased to 5,925 volumes, and the periodical collection has increased to 147 titles.

Georgia Institute of Technology

Project: **Nano-Technology**

Funding: ***$1,575,000 (FY97), $1,575,000 (FY98), $1,627,103 (FY99)***

Background: Expanding prominence in materials for nanotechnology — the preparation, characterization, and development of materials with advanced performance characteristics on a near atomic scale for electronics, optics, and computing.

Program Accomplishments and Update:

- A total of eleven faculty members from the Schools of Chemical Engineering, Chemistry and Biochemistry, Physics, and Electrical and Computer Engineering are currently being supported.
- Funds were expended for equipment and renovation costs for existing and new faculty in this program.
- A $500,000 allocation to the Microelectronics Research Center was continued for the third year.

Georgia State University

Project: **Strengthening the Interdisciplinary Approach to Policy Dialogue and Research**

Funding: ***$225,000 (FY97), $225,000 (FY98), $225,000 (FY99)***

Program Narrative: Georgia State's Policy Research Center concentrates on public finance; environmental studies; urban and labor market studies; economic, political, and institutional development; social policy; public policy toward business; education policy; health care policy; and science and technology policy.

Program Accomplishments and Update: Funds were used to establish ongoing support for the new School of Policy Studies that began on July 1, 1996. New faculty hires in joint appointments include a position between Education and Economics.

one between Health and Human Sciences and Economics; one between Political Science and Public Administration; and one between Economics and Public Administration. The School of Policy Studies is flourishing with nearly $29 million in external grants and contracts for FY98, including $15.3 million from USAID for tax policy initiatives in Russia.

Georgia State University

Project: **Atlanta Teacher Education Co-Reform**

Funding: ***$225,000 (FY97), $225,000 (FY98), $225,000 (FY99)***

Program Narrative: This project enhances cooperation between Georgia State professors and Atlanta-area public school teachers so that teachers have opportunities to achieve the highest and most rigorous standards in their education.

Program Accomplishments and Update: Faculty members have been hired in mathematics, geology, history, and English in the College of Arts and Sciences who are interested and involved in P-16 education. Positions in early childhood education and middle secondary education have been filled to provide clinical faculty to support collaboration with Atlanta Public Schools. A position in the Center for Excellence in Urban Education has been filled to assist with Georgia State's urban school initiatives. Grady High School, Inman Middle School, and Walden Middle School from the Grady Cluster are the first partner schools.

Fort Valley State University

Project: **Establish an Agricultural Experiment Station and an Extension Program at Fort Valley State University**

Funding: ***$300,000 (FY97), $300,000 (FY98), $309,925 (FY99)***

Background: The purpose of the project is to establish cooperation with the ***University of Georgia (UGA***, an Agricultural Experiment Station and Cooperative Extension Program at ***Fort Valley State University (FVSU)***. Work at this location is on production systems and market options for selected agronomic and horticultural crops with emphasis on alternative crops and cropping systems; and on production, processing and utilization of small ruminants as food and fiber sources. The $300,000 annual allocation is devoted to the food science component of the small ruminant program and is being used to conduct studies related to product development, product quality, and food safety. These funds are leveraged by funds from other sources.

Program Accomplishments and Updates: The four faculty positions in food science (microbiology, muscle biology, and food chemistry) and animal science (extension specialist) were filled during 1998. The addition of these faculty members significantly enhances efforts in both the research and extension programs. Requests from producers, industry and related food science organizations are now being responded to and addressed. These faculty are engaged in curricular development efforts to establish graduate degree programs in animal and food science.

The proposal for the Master of Science degree program in Animal Science has been completed and is being reviewed for presentation and approval. It is anticipated that Regents' approval will be granted during Winter 1999. Related faculty are also assisting in the development of the Master of Science programs in Public Health and Gerontology.

Construction of a facility for the food science component of the small ruminant program is complete. This facility contains approximately 16,000 square feet of laboratory, slaughtering, food processing, training, and office space. The facility was dedicated in April 1998. Additional funding request have been made to support equipment installation for slaughtering and food processing. Selected faculty office space has been assigned.

With the employment of related faculty, the development of sensory evaluation, quality control, milk chemistry, and meat science laboratories to support relate research and graduate programs has moved forward.

Leveraged funds through the USDA/Cooperative State Research, Education and Extension Service continue to be acquired. The ratio of more than seven (7) dollars in federal funds for every one (1) dollar in state funds received to support this initiative still holds. However, advances are still anticipated as a result of the passage of the Agricultural Research, Extension and Reform Act of 1998 (105th Congress, 1st Session, S.1150).

Facility staff completed and released fifteen (15) alternative enterprise Experiment Station Commodity Sheets during spring 1998. Specific commodities included: dairy goats; meat goats; Rhizoma peanut; Karela; Parwal; Papaya; Phalsa; Guava; specialty soybeans; bottle gourd, ridge gourd, and smooth gourd; peaches; tomatoes; sweet potatoes; and white potatoes.

Facility staff continued collaborative research with the Georgia Experiment Station operated by UGA, related to the evaluation of the therapeutic value of goat milk for human infants, the evaluation of spray-dried whey as a component of selected food products, and the production and marketing of goat milk. Facilty staff expanded the outreach of extension specialists in the Georgia Extension Service (FVSU Cooperative Extension Program/UGA Cooperative Extension Service) for making available to producers new developments in areas of production systems and the utilization of small ruminants as a food and fiber system.

University of Georgia

Project: **College of Pharmacy**

Funding: ***$150,000 (FY97), $150,000 (FY98), $150,000 (FY99)***

Program Accomplishments and Update: Funding received was used to upgrade and enhance instructional programs relating to the Doctor of Pharmacy degree. A key faculty member was hired to develop and teach courses in the areas of physical assessment and pharmacotherapy for students located in Athens. Expansion of quality state-wide training sites for clerkship activities resulted in 1,983 new sites being added in FY98 and an additional 277 training sites in FY 99. New computer

hardware for student use and the upgrading of equipment in the Pharmacy Building GSAMS room enhanced the computer-based instruction capabilities and the distance learning environment. Regional program coordinators were hired for Savannah and Atlanta in FY 99.

University of Georgia

Project: **Graduate School Assistantships**

Funding: ***$100,000 (FY97), $100,000 (FY98), $100,000 (FY99)***

Program Accomplishments and Update: These funds enabled the Graduate School to recruit additional highly competitive students to the University's graduate programs campus-wide. The assistantship funds in the Graduate School budget are used to recruit outstanding students and to assist advanced students in completing their degrees in a timely manner.

University of Georgia

Project: **Enhancement of Selected Graduate Programs**

Funding: ***$200,000 (FY97), $200,000 (FY98), $200,000 (FY99)***

Program Accomplishments and Update:

1. **The Department of Child and Family Development.** During the past year, **Dr. Adam Davey** has been active in all areas of his faculty appointment. He has been recognized as one of ten university wide Eli Lilly Teaching Fellows, one of three participants in the IBR Mentorship Program, and was a participant in the highly competitive Summer Institute on Aging Research sponsored by the National Institute on Aging and Brookdale Foundation. Dr. Davey received funding from the UGA Research Foundation for a project entitled "Innovative Methods for Family Research: Effects of Family Size on Intergenerational Support Over Time." He has submitted two proposals for external funding to the Alzheimer's Association, one to the National Institutes of Health, and is named as a consultant on one additional proposal to the National Institutes of Health (**Dr. Maureeen Killeen**, principal investigator). Dr. Davey has had four publications and one book review appear in print, has two additional publications in press, and presently has five publications under review. He has presented eight conference papers, with an additional two currently under review. Dr. Davey has also presented eight invited talks and discussions, has presided at one national meting, and has one additional invited talk pending. He has taught two undergraduate courses and one graduate course in his area of specialization, which is gerontology.
2. **The College of Journalism and Mass Communication. Dr. Dwight Brooks** continues to serve with the Department of Telecommunications. His graduate and undergraduate courses in gender, race, and the media have proved very popular, filling quickly every time they are available. To respond to that demand, the one course was scheduled every term this calendar year (1998). Dr. Brooks continues to play a role in department outreach to professional broadcasters in the state and region, and to other programs and students within the University.
3. **The School of Social Work** created two positions: the first, a faculty position to support instruction in the school, and the second, a staff position to support distance learning. The search for a faculty member was completed and filled by **Dr. Jeffrey Koob**, beginning August 1998. The staff position was also filled by a person with expertise in distance learning technologies. This position provides support to faculty and students engaged in distance learning course work as well as staffing other instructional technology needs in the school.
4. **The College of Veterinary Medicine** filled three new positions in FY97: a third anesthesiologist, **Dr. Christine Egger**, a nuclear scintigrapher/radiologist, **Dr. Lisa Neuwirth**, and a second dermatologist, **Dr. Keith Hnilica**. The education of professional and post-DVM students is enhanced, and a greater scope and higher quality of animal health care service have been provided in the College of Veterinary Medicine through the addition of these three positions. Anesthesia and dermatology are expanding disciplines within the profession, and nuclear scintigraphy, as a branch of radiology, is a new discipline.

Albany State University

Project: **Strengthening Graduate Education through the Achievement or Reaffirmation of National Accreditation**

Funding: ***$150,000 (FY97), $150,000 (FY98), $154,962 (FY99)***

Background: The Special Initiative in Graduate Education at ***Albany State University*** focuses on strengthening graduate education through the achievement or reaffirmation of national accreditation. Institutions must have five full-time faculty members with the doctorate who will have major responsibilities in the program in order to receive National Association of Schools of Public Policy (NASPAA) accreditation and Albany State currently has four faculty. Albany State is currently conducting a search for a Chair of History, Political Science and Public Administration to serve as the fifth full-time faculty member. Once this position is filled, Albany State can proceed with the accreditation process. The timetable is to have this position filled in the summer of 1999 and conduct the accreditation site visit in fall 2000.

Program Accomplishments and Update: The College of Business is using the Graduate Initiative funds to assist with its accreditation efforts and to pay membership dues in the Association of Collegiate Business Schools and Programs, (AACSB), the International Association for Management Education (IAME), and the Southern Business Administration Association (SBAA). Funds are being used to fund conference attendance and conference sponsorship and to purchase software.

In the College of Arts and Sciences, both the Public

Administration and Criminal Justice graduate programs benefit from the use of Graduate Initiative funds. Videotapes and reference materials are being purchased for the Criminal Justice program and funds are being used to support Public Administration faculty and graduate student travel to the NASPAA annual meeting. The latter is important in terms of seeking NASPAA accreditation.

The College of Education uses Graduate Initiative funds to pay for American Association of Colleges for Teacher Education (AACTE) and National Council for Accreditation of Teacher Education (NCATE) membership and for consultant fees to support responses to the NCATE/Professional Standards Commission (PSC) initial reports. The funds are also used to provide equipment, software, and publications for the Curriculum Resource Center.

In addition to library acquisitions and learning resource materials, faculty development in the College of Health Professions is being supported by the Initiative funds. The College of Health Professions also uses funds for their Community Outreach Health Screening Project supplies. Graduate nursing students receive clinical experience in Outreach Clinics in surrounding counties. The institution's regular budget has not allowed Albany State to provide needed supplies for these learning experiences, especially in the Family Nurse Practitioner program.

The four colleges and the Graduate School are using Graduate Initiative Funds for graduate assistantships. Graduate assistants are working in the Graduate School office and the Departments of Criminal Justice, English and Modern Languages, Nursing, and Business Administration, and the College of Education. All four colleges and the Graduate School are using a substantial part of the funds to enhance the library holdings for those fields in which Albany State University offers graduate programs, specifically, criminal justice, business administration, public administration, nursing, English education, mathematics education, as well as curriculum and instruction.

Funds also have been used to provide institutional personnel the opportunity to receive workshop training on program review for the purpose of improving the graduate school's ability to review and improve the quality of its programs.

Governor's Initiative for Internet Access

Appropriated $9,555,676 (FY98) $2,564,000 (FY99)

The goals of this initiative are:

- to provide Internet access as a readily available tool for all citizens of Georgia involved in educational opportunities including K-12 school districts, libraries and technical schools. This project is a result of a coordinated effort between the Department of Education, Board of Regents, the Department of Technical and Adult Education including the regional and public libraries;
- to provide three Internet dial-in accounts per site through CampusCWIX;
- to provide access for this group to GALILEO on-line databases;
- to provide connectivity through PeachNet, the network for education in Georgia.

Initiative Update:

Coordinator: **Dr. Tom Maier**, Executive Director, Enterprise Technology Infrastructure Support, Office of Information and Instructional Technology

The project provides Internet connections for each school district (181), for each public library per county not already connected (101 out of 159), access to GALILEO on-line library databases, and three Internet dial-in accounts per site. The funding allocated covers the costs of installation, equipment, data circuits, upgrades to the PeachNet backbone to handle the increased load, and on-going maintenance and monitoring. As of December 1, 1998, 239 sites have been installed with the remaining 43 sites scheduled for installation in early 1999.

Financial Report:

	State Appropriation	*Lottery*
Supplies	$219,500	$158,367
Equipment	$32,250	$1,784,250
Telco	$93,250	
Installation		$176,383
Installation(telco)		$100,000
Totals	**$345,000**	**$2,219,000**

Initiatives Funded in 1998 Session for Fiscal Year 1999

Statewide Desktop Learning Network

Appropriated: $2,000,000 (FY99)

The goal of this initiative is:

- Work with representative System institutions from each institutional category to develop a prototype statewide Desktop Distance Learning Network.

Coordinator: **Dr. Kris Biesinger**, Assistant Vice Chancellor for Distance Education and Academic Innovation, Office of Information and Instructional Technology.

Initiative Update:

The initiative focuses on meeting the education needs of working professionals throughout Georgia (teachers, entrepreneurs, health professionals, scientists, engineers, etc.). The program will test the efficiencies of centralized delivery technologies and support services and common instructional management and delivery software applications for on-line course design and delivery, faculty and student support, assessment and evaluation, and administration.

The initiative explores anticipated opportunities afforded by institutional collaboration in the development and delivery of distance delivered courseware. System-provided resources for services, which require around-the-clock access by students, are a strong component. An assessment of the quality, efficiency, and expense of those services will be conducted. In addition, implementation of mechanisms which promote collaboration between and among faculty, technical support staff, instructional support personnel and administrators are integral to the project.

- **Project Management** — An advisory committee has been established and a program director has been hired to manage the development of the Desktop Network project. Key technology and instructional partners and prototype components have been identified.
- **Curriculum Development** — The two-year pilot program supports the development of a minimum of five discipline programs: mechanical engineering, information technology, workforce development, education and foreign language. This year's funding is expected to result in the development of the online prototypes and two to three courses in each discipline category.
- **Instructional Design and Development** — An instructional design team has met to define the types of application structures and faculty support services that should be implemented in the prototype. Institutional partners have been identified, as has the scope of services that will be piloted to address the conversion of traditionally delivered instruction to an online format. Important considerations include faculty time, resources, institutional support, and to what extent faculty should be knowledgeable of the technology tools. Several primary tools have been identified to support web management, audio and video delivery, and general web publishing.
- **Technology Infrastructure and Support Services** — Key technology components have been purchased, and institutional partners have been identified. Institutional partners will provide support for the equipment and infrastructure as well as the software tools. These include video-streaming servers; video recording, editing, and compression equipment; web management servers; and software.

  Institutional partners also provide help desk support for students participating in courses developed utilizing the structures created as part of the initiative. Additional System-coordinated student support services will be explored as the project evolves.
- **Evaluation** — Assessment will address the feasibility and scale of the pilot and will result in a set of recommendations regarding the further implementation of on-line instruction in the University System.

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Desktop Learning Network

Financial Report:

Project Management	
Personnel	$95,000
Curriculum Development	
Mechanical Engineering	140,000
Information Technology	70,000
Foreign Language	150,000
Workforce Development	150,000
Education	70,000
Instructional Design and Development	
Personnel	75,000
Equipment	100,000
Services	330,000
Technology Infrastructure and Services	
Personnel	75,000
Equipment	240,000
Services	430,000
Evaluation	75,000
Total	**$2,000,000**

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Economic Development Initiatives — Information Technology Strategic Response

Appropriated: $840,000 (FY99)

The goal of this initiative is to:

- To develop active partnerships with business and industry, government and cultural and social organizations in order to analyze, project, and respond to changing state and regional needs;
- To support Georgia's economic development by leveraging the University System's assets to attract and help create new industry; and to support the development of existing business and industry;
- To prepare Georgia's workforce to meet the present and emerging needs of business and industry.

Initiative Update:

See — Intellectual Capital Partnership Program (ICAPP), *"5. ICAPP Information Technology Strategic Response Initiative"* on page 67 for this update. These funds were matched with $833,000 of ICAPP Advantage funds. The funding went as grants to ***Southern Polytechnic State University, Clayton College & State University, East Georgia College, Macon State College*** and a three-in-one grant among ***Valdosta State University, Coastal Georgia Community College*** and ***Abraham Baldwin Agricultural College***.

Partners In Success — Gifted and Talented Programs

Appropriated: $800,000 (FY99)

The goal of this initiative is to:

- to promote and sustain programs of excellence for exceptional high school students.

Initiative Update:

See — P-16 Partnerships and Common Database section, *"Gifted and Talented Academies"* on page 44 for this update.

Investing in Instructional Technology

Appropriated: $3,000,000 (FY98 - Lottery), $5,000,000 (FY98 - Amended), $6,000,000 (FY99)

The goals of this initiative are:

- To preserve and protect the state's investment in the University System of Georgia's technology infrastructure;
- To maintain the University System's leadership among states in the development and use of technology to support education;
- To assure that all University System institutions have equal access to the technology necessary to compete in today's education marketplace; and
- To support the economic development needs of the state of Georgia by maintaining an effective, state-of-the-art system for delivering instructional services.

Initiative Background:

University System of Georgia institutions were surveyed to determine the level of expenditure for instructional technology. The results indicated that the University System is investing approximately $76 million annually, not including major capital expense, for technology.

The National Association of College and University Business Officers in 1994 undertook a benchmarking survey of higher education institutions. Their findings indicated that respondents were investing an average of approximately 5.7 percent of their educational and general budget, not including capital cost, for instructional technology. This initiative supports the University System's goal of enhancing its investment in instructional technology to meet this benchmark.

Initiative funds are used to address the following needs:

- **Maintenance of equipment and technology:** ongoing maintenance to ensure equipment continues to meet teaching and learning needs;
- **Protecting the future:** upgrade and replacement of obsolete technology and equipment to ensure the System remains competitive nationally and can continue to meet the needs of students and the demands of Georgia's industry and employers;
- **Ensuring good use of technology:** the University System has approximately 8,000 faculty. Expanded training and faculty, learning resource and maintenance personnel professional development in instructional technology is crucial if the System is to make full use of its technology.

Initiative update:

In an effort to preserve and protect the state's investment in technology infrastructure at System institutions, the Board of Regents received funds in FY 1998 and FY 1999 designated for Instructional Technology. This investment is designed to ensure that all institutions have access to the technology necessary to compete in today's education marketplace and can maintain a state-of-the-art system for delivering instructional services. Funds were allocated to all 34 University System institutions on a quarter credit hour basis.

These funds have been used to provide ongoing maintenance critical to teaching and learning, replace obsolete equipment and provide resources and maintenance personnel across the System. Several institutions have used funding to improve GSAMS capabilities, purchase needed equipment for chemistry and physics laboratories, and to provide Internet access for research personnel. A portion of these funds was used to train additional faculty and staff in the effective use of technology in the classroom.

Other Funding

ICAPP — Georgia's Intellectual Capital Partnership Program (ICAPP)

Appropriated: $4,500,000 (FY97), $3,280,357 (FY98), $4,120,357 (FY99)

The goals of this initiative:

The Board of Regents' economic development programs are organized under an umbrella called Georgia's Intellectual Capital Partnership Program (ICAPP). ICAPP works to support Georgia's economic development by leveraging University System assets to:

- attract high-quality jobs and strategic new industry;
- support the growth of Georgia's established businesses;
- prepare Georgia's work force to meet the present and emerging needs of business and industry;
- develop active partnerships with business and industry, government, cultural, and social organizations in order to analyze, project, and respond to changing state and regional needs.

Coordinator: Assistant Vice Chancellor **Annie Hunt Burriss**, Board of Regents

Initiative update:

ICAPP, which was started in FY 97, was funded in five parts in FY99:

1. ICAPP Advantage: $ 1,386,357

Direct results: a recent study by the Economic Forecasting Center at Georgia State found that ICAPP Advantage, the Board of Regents' economic development incentive program for knowledge workers, provides more than a 15:1 return on the State's investment. These returns were based only on higher earning potential, program operations and multiplier effects (no assumptions were made that any companies came to or stayed in Georgia because of ICAPP, nor were corporate capital investments factored into the ROI). Those impacts make ICAPP's return on investment even higher.

- Preparing Georgians to fill high-quality computer programmer positions with Total System Services in Columbus continued in 1998, with more than 250 people graduating from ICAPP during the year. This brings the total to more than 500 since the program's inception. ICAPP is educating 1,200 Georgians as computer programmers during a three-year period. The $100 million headquarters expansion announcement of Total System Services was called "the biggest single capital investment announced in the Southeast in 1996" by *The Wall Street Journal*.
- ICAPP educated 40 Georgians to fill computer programmer positions with Goldleaf and other Valdosta-area businesses during 1998. Goldleaf, an Equifax company, is a premier provider of electronic banking solutions, with more than 1,500 financial institutions and more than 5,000 corporations throughout the world using its software each day. Goldleaf decided to remain and expand in Hahira because ICAPP provides Goldleaf a viable means of staffing its rural Hahira offices with highly skilled technical personnel. Without ICAPP, 60 jobs would have been lost; with ICAPP, an additional 40 programmers have new, high-paying jobs in South Georgia.
- ICAPP has been cited as a key factor in Caterpillar's decision to make a capital investment of $50 million for a new generator facility near Griffin, which will employ 300.
- On December 17, AFLAC announced an expansion of 200 new full-time jobs and $4.9 million in capital investment for the Columbus area. ICAPP Advantage will educate 200 Georgians in client-server computer programs such as Java, HTML, and Visual Basic for the new jobs.

2. ICAPP Access: $56,000

In support of ICAPP Advantage and Georgia's economic development, the projects of ICAPP Access provide one-stop access to the vast resources of the University System for Georgia businesses. All ICAPP Access products are available on the ICAPP web site (HYPERLINK http://www.university system of georgia.edu/icapp) www.university system of georgia.edu/icapp).

- The first update of the *Catalog of University System of Georgia Centers, Institutes and Special Programs*, which highlights the research, services, and areas of expertise for each institution in the University System, began in 1998. Georgia businesses use the *Catalog* to find specialized expertise in a wide range of subjects; economic developers use the *Catalog* to position Georgia as a research leader.

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- The *ICAPP Database of Faculty Expertise and Funding Opportunities* has been expanded in 1998, with increased listings of University System faculty with sought-after expertise. This database helps system institutions identify national research funding opportunities.
- **GeorgiaHire** was initiated to make it easier for Georgia businesses and system students and alumni to connect, for the benefit of both groups. University System of Georgia students and alumni can post their resumes on the GeorgiaHire Internet site free of charge, and Georgia companies can search for people with the combination of education and experience that they need. For a small fee, Georgia companies can post job openings on the site, and students and alumni can do keyword searches to find jobs of interest (at no cost to students and alumni). Companies can also post company profiles on the site to provide more information to students and alumni. GeorgiaHire (at HYPERLINK http://www.GeorgiaHire.com, www.GeorgiaHire.com) became fully operational on January 1, 1999. GeorgiaHire is being marketing through ICAPP Access under the "Connecting Students and Services" initiative.
- The updated *Bibliography of Community and Economic Development Research* provides access to the studies conducted by University System faculty and staff in the areas of community development and economic development.

3. ICAPP Needs Assessment: $ 505,000

Work has focused on implementing the recommendations of the Needs Assessment Studies completed last year. For example, based on the results of needs assessment studies indicating a shortage of programs in information technology, the following new academic degree programs were approved in 1998:

- Certificate in Information Technology (at two institutions)
- Associate of Applied Science in Information Technology
- Associate of Applied Science in Computer Networking Technology
- Bachelor of Information Technology
- Bachelor of Science in Telecommunications Engineering Technology
- Bachelor of Science in Management Information Systems
- Bachelor of Science in Business and Information Technology
- Bachelor of Applied Science in Technology Management
- Major in Computer Information Systems under existing Bachelor of Science degree
- Master of Science in Information Systems

New ICAPP Needs Assessment studies include:

- Update of *Benchmark Survey of Georgia's Business Leaders* to determine perceptions of Georgia's business climate and the University System's success in preparing graduates, research and outreach needs was begun. The first survey was conducted in 1996.
- Update of *Occupational Employment and Demand for College Graduates*. In collaboration with the Georgia Department of Labor (DOL), this report links Georgia's FY98 college graduates with the DOL's projected job openings by regions in order to estimate supply and demand for annual college graduates in Georgia's economic regions.
- *University System of Georgia Information Technology Education Inventory* to assess the demand and supply needs of information technology courses and degree programs offered by University System institutions.

JumpStart — a pioneer program to help Georgia's poorest counties better market their communities with the goal of securing economic development projects was launched in August 1998. JumpStart is led by a ***Georgia Tech*** and ***University of Georgia*** team and utilizes new information technology to promote economic development. Between Aug. and Sept., the JumpStart project team reviewed and selected 10 communities from throughout the state based on community commitment, regional efforts in economic development, and potential for growth. These communities represented seven state service regions, 14 separate economic development organizations and influence economic development in 16 of Georgia's poorest counties.

Once the 10 communities were selected, the JumpStart team conducted initial community visits, assessed training needs and developed an individualized Web strategy for each community. Each community also was provided with a laptop computer loaded with productivity-enhancing office software and database programs such as the *Georgia County Guide*. In Jan. 1999 formal training began with sessions in Atlanta on using the Internet to promote economic development.

Following these training sessions, the JumpStart team will remain in contact via email with program participants and continue to provide assistance in web design and other information technology-efficient means to market these communities for economic development projects.

4. ICAPP Regional Programs: $500,000

a. **Georgia Southern University directs the pilot project for ICAPP Regional Programs.**

Improved Competitiveness of Existing Industries:

- Fisher-Rosemount Petroleum (FRP) — Having lost 75 jobs at one of Bulloch County's largest manufacturers, and faced with losing more unless efficiency increased and costs decreased, FRP began a program called World Class Manufacturing. When progress slowed because of employee training needs, the College of Business Administration at Georgia Southern University provided 24 hours per week of training in World Class Manufacturing from March 2 to June 11, 1998 for 143 employees.

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ICAPP

- Gulfstream Aerospace, Inc. — Finding skilled labor hampers the ongoing expansion of this major high-tech employer (nearly 5,000 jobs statewide). The College of Business Administration at Georgia Southern University used digital imaging and computer technology to help Gulfstream develop, implement, and evaluate CD-ROM based training modules to reduce Gulfstream's training costs and time, and increase the speed with which new employees can master tasks.
- Expansion of the Georgia Sweet Carrot Industry — University of Georgia researchers compared the sugar content of Georgia carrots to those grown in Florida and found that Georgia's are sweeter. Using this information, ICAPP Regional Programs helped farmers identify and reach target markets for the carrots and worked with farmers to secure funding from the USDA's Rural Development division to increase sweet carrot production. During the past year, Georgia carrot yields increased by about 20% per acre and prices have averaged about $2.25 per 10-pound bag higher than the average prices for Florida carrots. The program is comparing the sweetness of cull carrots with that of efforts to develop a marketing plan to increase the sales of cull carrots. Potential target markets include the producers of baby foods, juices and health food supplements.
- Center for Printability: Improve Ink and Paper Technologies — The Center is developing testing services for the ink and paper products industries.
- Claxton-Evens County Food Processing — A study is being done to identify the infrastructure necessary to attract a food processor to the Claxton-Evens County region and develop a strategic marketing plan to promote the region as a site for a new food processor.
- Linkage of Local Suppliers to Support Savannah Airport Industrial Complex — An effort is under way to identify vendor needs for firms locating at Savannah International Airport and work with local small business suppliers to meet quality control and delivery demand for firms.
- Business Development and Marketing Plan: Black Farmer's Market Cooperative — Technical assistance is being provided to the Black Farmer's Cooperative to secure $250,000 USAD loan for purchasing a marketing facility and expanding the Cooperative's marketing opportunities.
- Light Commercial Construction — A Georgia Southern University faculty member worked with a local builder (Jennings Homes) to bid on new lease construction projects of the U.S. Postal Service in South Georgia. Two bids have been submitted. Jennings made best and final on both projects. On one project Jennings finished second, and the second has not yet been awarded. Based on this experience, Jennings intends to continue bidding on similar projects.
- Southeast Georgia Recruitment Assistance — ICAPP Regional Programs established the Southeast Georgia Recruitment Assistance Clearinghouse (SEGRA) to help 39 counties in Southeast Georgia recruit needed health care personnel. SEGRA solicits position openings from local health care providers and posts them on the SEGRA web site (www2.gasou.edu/segra), then forwards resumes received from health care professionals interested in the positions to the health care providers. SEGRA information was sent to over 1,000 local health care providers and more than 550 institutions of higher education that prepare health care professionals.

Projects Designed to Increase Exports:

- Rural Export Initiative — This initiative identifies and develops export opportunities for small businesses and coaches interested small businesses through the process of developing export capabilities.
- Business Needs for Foreign Language Skills — This study identifies foreign language skills needed for success in the Region's international business initiatives.

Workforce Initiatives:

- Displaced Cut & Sew Workers/Screven County Labor Supply Study — Efforts have begun to document the demographic and economic characteristics of those workers who have lost jobs in the cut and sew industry, and identify retraining options and alternative industries which require similar skills, targeting these industries for relocation. This supports the initiatives undertaken by the USDA to redirect funds under the Community Adjustment and Investment Program to several counties in the region served by Georgia Southern University. The Labor Supply Study will determine the availability and qualifications of potential employees for a state prison if located in Screven County.
- Tri-County Rural Work Force Consortium — This is a joint effort among three local school districts, Ogeechee Technical Institute, the Statesboro-Bulloch Chamber of Commerce, the Department of Labor, and a number of manufacturing businesses. The consortium's purpose is to provide a pool of skilled laborers to existing industry and to upgrade the workforce to attract new industry. A coordinator was hired in February 1998, and the Consortium began the Learning for the 21st Century Program. As of July 1998, forty people had graduated from the program, and most were employed by local manufacturers. The Program was a selling point used to attract Viracon to the area, which will initially employ 200 people, with as many as 400 additional jobs being added over the next few years. With joint funding from the Ga. Department of Education, participating schools and ICAPP, the Consortium developed a program that certifies graduating high school seniors who develop skills required by manufacturers.

- Statesboro Area Extended Hour Child Care Study — Industries indicated a significant problem finding workers for the second and third shifts, partly because there are no after-hours child care services in the Statesboro area. Using focus groups and a survey, Georgia Southern University is working with the Department of Labor and area industries to find out if it is feasible to open an after-hours child care program.

Industrial Recruitment:

- Savannah International Airport Marketing and Industrial Development Plan — Identify target businesses likely to locate at a small international airport and design a marketing program to attract the target market industries.
- Southeast Georgia Rural Economic Development Conference — The second Conference was held to provide information and discussion on addressing the challenges of attracting new businesses to Southeast Georgia communities. The 75 participants focused on agribusiness, tourism, and business and industry.

Internet Training:

- Eighteen local economic development staff members were trained in using the Internet for economic development between March and July 1998. Central Savannah River Area Regional Development Center collaborated on this project.

Rural Tourism Promotion:

- Wiregrass Trail — New efforts to market the GA 75 highway corridor as it crosses Candler, Tatnall, Long and McIntosh counties include: created a web site (HYPERLINK http://www.wiregrasstrail.com, www.wiregrasstrail.com) with local attractions, businesses, genealogical resources and maps; created a travel tape narrating history and local color for tourists driving through the corridor; began filming a video for promotional purposes with AAA and other tour group operators; wrote a white paper for trail development for the GEDA Conference "Celebrating Rural Georgia" held in Perry in August; began developing a proposal to expand the Gordinia-Altamaha State Park campground; and began a marketing study for the corridor with the Georgia Tech Research Institute. Local tourist-related businesses report that sales are up, more people are using the Gordonia Altamaha State Park campground and golf course, and the number of visitors at the Georgia Welcome Center on US 301 has increased.
- State Parks — This initiative investigates and inventories the assets and amenities of State parks in Southern Georgia, and identifies potential niche markets for each of the parks. This supports the Department of Natural Resources initiative to improve park attendance in Southern Georgia and builds on the $11.5 million that the Department of Natural Resources has invested in Southern Georgia Parks during the last three years.

- *Other Counties:*
- Internet training and e-commerce support service created an antiques and gift shop trail map brochure featuring 80 businesses and distributed it through area welcome centers, motels and restaurants;
- Working with Claxton (Evans County) to develop a new fall festival to complement the spring Rattlesnake Roundup;
- Working with Ogeechee Technical Institute to tailor the training program for service employees for the hospitality industry;
- Completed applications for funding to acquire and refurbish an historic house in Hazelhurst to be used as a welcome center and visitor information center;
- Coordinated a 4-day Fam Tour of the attractions in the counties of the Magnolia Midland area (as defined by GDITT) for welcome center staff from across Georgia;
- Created a brochure of the attractions along the Historic Liberty County Trail and provided technical assistance to maintain a web site and integrate the Liberty and Wiregrass Trails.

b. Southwest Georgia's Regional Economic Development Partnership (REDP)

The second ICAPP Regional Programs project, the Regional Economic Development Partnership (REDP), was formed for southwest Georgia by ***Abraham Baldwin Agricultural College, Albany State University, Darton College, Georgia Southwestern State University, Valdosta State University*** and ***the University of Georgia***.

Some of the REDP-sponsored activities during the year include:

- REDP is beginning a regional leaders network, similar to the Regional Leadership Institute run by the Atlanta Regional Commission, that will sponsor semi-annual programs and help local leaders coalesce around projects of mutual interest. In addition, one of the REDP institutions is working with employers and employees in the area to determine the cost effectiveness to business of offering indirect benefits like childcare. This study will be done in the first six months of 1999.
- Forums on the crisis in rural health care and created a four-county tourist promotion and marketing alliance.
- REDP is undertaking a region-wide outreach effort to inform eligible families about the long-term advantages of home ownership and introduce interested families to lenders and builders.
- REDP institutions are developing a program for schools and businesses on instilling a proper work ethic in young persons.

ICAPP

- Three of the REDP institutions are working with a community to produce an event in the spring of 1999 to bring diverse parts of the community together and raise funds for community projects.

5. ***ICAPP Information Technology Strategic Response Initiative: $1,673,000***

The ICAPP Information Technology Strategic Response Initiative creates model academic programs to address the tremendous shortage of information technology (IT) professionals in Georgia.

Accomplishments to date include:

- ***Southern Polytechnic State University*** — A new telecommunications degree program is being offered on-line, increasing availability of the program to all areas of the state. New courses are being developed for this new degree program. In addition, new Graduate Certificate in Programming classes were offered in Fall 1998, and Graduate Certificate in Software Engineering program began in January 1999. These new programs are being advertised extensively because of their unique approach, generating more than 700 inquiries and good publicity for Georgia.
- ***Macon State University*** — The new Institute for Information Management was approved in November 1998 to develop and deliver educational programs to upgrade the capabilities of those who already have some IT training. In addition, Macon State's information technology programs have been expanded considerably, from six sections of classes in Spring 1998 to 31 sections in Fall 1998, to 41 in Spring 1999.
- ***Clayton College & State University*** — Clayton State's expansion efforts have resulted in 281 majors in degree programs and 174 in certificate programs. Majors in Information Technology Management, Health Care Information Systems, and Wireless Technology are under development.
- ***East Georgia College*** — the College has created a new economic development office, surveyed local businesses to assess their information technology needs, conducted training for industry-specific software to improve worker productivity and attracted $300,000 in new private donations for economic development efforts.
- ***Valdosta State University (VSU), Abraham Baldwin Agricultural College (ABAC), Coastal Georgia Community College (CGCC)*** — these institutions formed a consortium to examine regional information technology needs. The consortium surveyed employers and found interest in certification programs for several Microsoft applications. Both ABAC and CGCC have applied to Microsoft to become Microsoft Authorized Academic Training and Testing Centers. The consortium plans to develop these centers across south Georgia. A joint committee is developing articulation agreements between the three institutions for information technology certificate, associate and bachelor's programs. ■

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Status of Capital Projects

Appropriated: $82,295,000 (FY96-97), $146,298,000 (FY98), $205,250,000 (FY99)

The General Assembly funded 28 capital projects totaling $205,250,000 for FY99. On the next three pages are charts detailing the status of capital projects funded during the period FY95 - FY99.

Status of Capital Outlay Projects Funded FY95-FY99

Project	FY	Amount Appropriated	Design Status	Construction Status	Actual or Est. Bid or GMP Date	Actual or Subs. Compl. Date
	FY93	31,150,000				
University of Georgia, Comprehensive Animal Facilities	FY96	4,672,500				
	FY97	2,590,000				
a. Animal Science Complex (H-28)			Complete	Complete	multiple	9/98
b. Poultry Research Center, Phase II (H-29)			Complete	Complete	multiple	9/98
c. Renov. & Addn. to Poultry Diagnostic Research Ctr. (H-30)			Complete	Complete	multiple	6/98
d. Agricultural Services Lab (H-31)			Complete	Complete	multiple	8/97
University of Georgia, Biocontainment Research Center(C-85)	FY94	8,250,000	Complete	Complete	10/95	9/98
	FY96	1,237,500				
Georgia Tech, Olympic Village Dorms	FY92	25,000,000				
	FY94	59,200,000				
	FY95	8,500,000				
a. Graduate Living Center (G-74)			Complete	Complete	3/93	3/94
b. Undergraduate Residence Hall (G-73)			Complete	Complete	3/92	9/94
c. Eighth Street Apartments (G-89A)			Complete	Complete	3/94	9/95
d. Sixth Street Apartments (G-90)			Complete	Complete	5/94	2/96
e. Center Street Apartments (G-91)			Complete	Complete	3/94	4/95
f. Hemphill Avenue Apartments (G-92)			Complete	Complete	3/94	9/95
g. Fourth Street Houses (G-93)			Complete	Complete	3/95	1/96
h. Housing Renovations			Complete	Complete	Numerous	12/96
Georgia State, Olympic Village Dorms	FY93	3,500,000				
	FY94	58,000,000				
a. University Apartments (G-88)			Complete	Complete	3/94	3/96
Medical College of Georgia, Children's Medical Ctr. (H-26)	FY94	4,105,000	Complete	Complete	3/96	3/98
	FY95	42,385,000				
Georgia State University, Parking Deck	FY96	4,400,000	Complete	Complete	12/96	2/98
ABAC, Renov. Underground Hot Water Distribution System(H-37)	FY95	1,325,000	Complete	Complete	1/96	8/97
Albany State University, Flood Recovery/ Health & PE Facility	FY95	865,000	Complete	Complete	1/97	4/98
	FY97	7,650,000				
Ga. Southern Univ., Addition to Math, Physics, Psy.Bldg. (H-62)	FY95	3,000,000	Complete	In Progress	6/98	1/2000
	FY98	400,000				
Augusta State University, Science Building (H-39)	FY95	625,000	Complete	In Progress	9/97	7/99
	FY96	17,267,250				
Kennesaw State University, Classroom & Office Building (H-40)	FY95	565,000	Complete	In Progress	5/97	4/99
	FY96	15,709,000				
Ga. Southern Univ., College of Ed. Bldg. & Site Devel. (H-41)	FY95	630,000	Complete	In Progress	12/97	11/99
	FY96	17,434,000				
	FY97	3,240,000				
South Georgia, Renov of Industrial Tech Building	FY95	300,000	Complete	Complete	6/95	6/96
Georgia Perimeter College, North Campus	FY95	655,000	Complete	Complete	4/97	10/98
Classroom & Office Bldg, Parking & Site Development (H-42)	FY96	18,020,500				
Armstrong Atlantic State University, Classroom/Law Enforcement (H-43)	FY95	325,000	Complete	Complete	1/96	11/97
	FY96	9,941,750				

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Status of Capital Outlay Projects Funded FY95-FY99

Project	FY	Amount Appropriated	Design Status	Construction Status	Actual or Est. Bid or GMP Date	Actual or Subs. Compl. Date
Kennesaw State Univ., Addition to the StudentCenter (H-54)	FY96	8,000,000	Complete	In Progress	9/97	6/99
Georgia State University, Student Center (H-53)	FY96	12,000,000	Complete	Complete	12/96	3/98
Southern Polytechnic State University, Dormitory (H-55)	FY96	855,000	Complete	Complete	10/97	8/98
Dalton College, Humanities Building (H-44)	FY97	6,360,000	Complete	In Progress	2/97	11/98
Southern Polytechnic State Univ., Academic Building (H-45)	FY97	13,435,000	Complete	In Progress	7/97	2/99
Savannah State Univ., Athletic, Recreation & P.E. Complex (H-47)	FY97	11,800,000	Complete	In Progress	2/98	9/99
North Georgia College & State Univ., Renov. of Price Memorial Hall (H-46)	FY97	3,045,000	Complete	In Progress	11/97	3/99
Coastal Ga. Community College, Renov. of Acad. Bldg. (H-66)	FY97	2,210,000	Complete	Complete	2/97	8/98
Floyd College, Classroom/Student Center Facility (H-68)	FY97	4,855,000	Complete	In Progress	11/97	2/99
Valdosta State University, Biology and Chemistry Bldg. (H-69)	FY97	22,885,000	Complete	In Progress	3/98	10/99
South Georgia College, Improvements to Campus Drainage System (H-82)	FY97	1,725,000	Complete	In Progress	9/98	6/99
University of Georgia, Brooks Hall Fire Renovation	FY97	2,500,000	Complete	Complete	N/A	12/96
Macon College, Student Services Building (H-83)	FY98	8,757,000	Complete	In Progress	4/98	7/99
Georgia Tech, Manuf. Related Disciplines Complex (H-84)	FY98	27,260,000	Complete	In Progress	1/98	10/99
Waycross College, Student Services/P.E. Building (H-85)	FY98	6,060,000	Complete	In Progress	2/98	6/99
Clayton College & State Univ., Music Education Bldg. (H-86)	FY98	4,305,000	Complete	In Progress	8/98	8/99
Middle Ga. College, Dublin Ctr. & Walker Hall (H-77 & H-95)	FY98	7,885,000	Complete	In Progress	2/98&3/98	8/99&5/99
Columbus State University, Physical Education Facility (H-87	FY98	13,305,000	In Progress	In Progress	9/98	3/2000
Atlanta Metropolitan College, Student Center (H-88)	FY98	5,815,000	In Progress	In Progress	2/99	3/2000
Georgia Southern, Con Ed and CoOp Extension Facility	FY91	15,500,000				
	FY95	2,300,000	Complete	In Progress	1/98	8/99
	FY98	3,100,000				
Albany State Univ., Restoration of Historic Structures	FY98	2,000,000	Complete	Complete	7/97	6/98
Augusta State Univ., Central Utility Plant Phase II (H-96)	FY98	4,975,000	In Progress	To Begin 4/99	3/99	2/2000
Ga. Perimeter College, Renovation of Bldg. "C" (BR-96-9043)	FY98	1,100,000	Complete	Complete	12/97	8/98
Georgia College & State University, Renov. of Herty Hall (H-98)	FY98	4,800,000	Complete	In Progress	8/98	12/99
Savannah State Univ., Renovation of Payne Hall (H-99)	FY98	1,750,000	Complete	In Progress	3/98	1/99
University of Georgia, Rock Eagle Sewage & Water System(J-1)	FY98	1,200,000	Complete	Complete	multiple	12/98
Clayton College & State Univ., Add. to Maintenance Bldg. (J-2)	FY98	655,000	Complete	In Progress	3/98	2/99
Darton College, Renov. & Addition to Math & Science Bldg. (J-3)	FY98	4,965,000	Complete	In Progress	7/98	8/99
Kennesaw State Univ. Renov. of Science Bldg. for Nursing (H-74)	FY98	3,380,00	Complete	Complete	9/97	10/98
Med. College of Ga., Renov. of Dugas Bldg. for Pediatrics (J-5)	FY98	4,586,000	Complete	In Progress	12/98	1/2000
Skidaway Inst. of Oceanography, Purchase Ocean Vessel(J-6)	FY98	1,700,000	Complete	In Progress	6/98	6/2000
University of Georgia, Retrofit Library Ventilation System	FY98	4,200,000	Complete	In Progress	2/98	3/01
Valdosta State Univ., Special Ed., Speech/Lang. Bldg. (J-8)	FY98	3,300,000	Complete	In Progress	3/98	5/99
E. Ga. College, Classroom Learning Resource Center(J-9)	FY98	4,900,000	Complete	In Progress	6/98	10/99
University of Georgia, Renov. to Food Science &Technology Bldg. (J-11)	FY98	1,900,000	Complete	In Progress	9/98	
University of Georgia, Vet Diagnostic Lab, Athens (H-90)	FY98	6,000,000	Complete	In Progress	1/99	3/2000
University of Georgia, Parking Deck North Campus	FY98	10,000,000	Complete	In Progress	12/97	3/99
University of Georgia, Agricultural Arena (I-28)	FY 9	4,900,000	In Progress	To Begin 4/99	4/99	10/2000
University of Georgia, Fanning Facility - pre-planning	FY98	21,360	N/A	N/A	N/A	N/A
Floyd College - Cartersville Campus - pre-planning	FY98	50,000	N/A	N/A	N/A	N/A

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Status of Capital Outlay Projects Funded FY95-FY99

Project	FY	Amount Appropriated	Design Status	Construction Status	Actual or Est. Bid or GMP Date	Actual or Subs. Compl. Date
Georgia College - Update Old Governor's Mansion Plans	FY98	25,000	In Progress	N/A	N/A	N/A
East Georgia College - Physical Education Facility	FY98	120,000	Complete	N/A	N/A	N/A
FY99						
Augusta State Univ. - Classroom Replacement , Phase 1 (I-1)	FY99	18,195,000	In Progress	9/99	8/99	5/2001
Georgia State University - Classroom Building (I-2)	FY99	29,075,000	In Progress	9/99	8/99	5/2001
Armstrong Atlantic State University - Science Building (I-3)	FY99	28,000,000	In Progress	4/99	3/99	3/2001
Gainesville College - Science Building (I-4)	FY99	8,850,000	Complete	In Progress	12/98	6/2000
State Univ. of West Ga. - Arts & Science Instruct. Center (I-5)	FY99	19,350,000	Complete	In Progress	12/98	10/2000
Valdosta State University - Odum Library Addition (I-6)	FY99	14,250,000	In Progress	4/99	3/99	8/2000
Georgia Perimeter College - New Learning Resource Center (I-7)	FY99	8,685,000	Complete	4/99	3/99	8/2000
Fort Valley State Univ. - Health & Physical Education Bldg. (I-8)	FY99	18,930,000	In Progress	5/99	4/99	12/2000
Georgia Southern Univ. - Ceramics/Sculpture, II (BR-66-9502)	FY99	1,600,,000	Complete	In Progress	12/98	11/99
So. Polytechnic State Univ. - School Arch. Bldg. Expansion (I-9)	FY99	515,000	In Progress	11/99	10/99	12/2000
Gordon College - Instructional Complex (I-10)	FY99	600,000	In Progress	7/99	8/99	2/2001
Ga. Tech - Environmental Sciences and Technology Bldg. (I-11)	FY99	1,340,000	In Progress	4/99	6/99	8/2000
N. Ga. College and State Univ. - Health/Nat. Science Bldg.(I-12)	FY99	765,000	In Progress	1/00	10/99	11/2001
University of Georgia - Student Learning Center (I-13)	FY99	1,710,000	In Progress	3/00	2/2000	1/2002
Clayton College and State Univ. - Univ. Learning Center (I-14)	FY99	930,000	In Progress	11/99	10/99	7/2001
Kennesaw State Univ. - Visual & Commercial Arts Classroom & Office Building (I-19)	FY99	4,700,000	In Progress	6/99	7/99	4/2000
Middle Georgia College - Dillard Science Hall (I-20)	FY99	4,100,000	In Progress	6/99	5/99	12/2000
Savannah State Univ. - Renov. Drew-Griffith Science Bldg. (I-21)	FY99	4,100,000	In Progress	6/99	5/99	8/2000
Medical College of Ga. - Util. Upgrade -Talmadge Hospital (I-22)	FY99	4,000,000	In Progress	4/99	3/99	8/2000
Dalton College - Library Bldg. Addition & Renov. (I-23)	FY99	4,950,000	In Progress	5/99	4/99	4/2000
Abraham Baldwin Ag. College - Renov. & Addition to Old Agricultural Eng. Bldg. (I-24)	FY99	3,220,000	In Progress	6/99	5/99	7/2000
Georgia Southwestern State Univ. - Renov. Wheatley Hall (I-25)	FY99	2,600,000	In Progress	6/99	5/99	5/2000
Clayton College & State Univ. - Renov. of Lecture Hall to Multimedia Information Center (I-26)	FY99	1,675,000	In Progress	5/99	4/99	12/99
Southern Polytechnic State Univ. - Plant Operations Bldg. (I-27)	FY99	1,600,000	In Progress	6/99	4/99	2/2000
Ga. Tech - Multilevel Parking Structure (I-29)	FY99	10,000,000	In Progress	8/99	6/99	8/2000
Valdosta State Univ. - Student Recreation Center (I-30)	FY99	9,750,000	In Progress	1/99	10/99	8/2001
Columbus State Univ. - Technology and Commerce Center (I-31)	FY99	880,000	In Progress	11/99	10/99	7/2001
Gwinnett Center - Academic Facility, Phase 1 (I-32)	FY99	880,000	In Progress	11/99	10/99	9/2001
Total		205,170,000				

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Equipment, Technology and Construction Trust Fund (ETACT)

Appropriated $74,221,347(FY 94-98), $15,000,000 (FY 99)

The goal of this initiative is:

- To allow the University System of Georgia to address equipment, technology and construction needs by leveraging state lottery funds with funds from other sources.

Initiative Update:

The Equipment, Technology and Construction Trust Fund (ETACT) has provided for the purchase of equipment, installation of infrastructure, renovation and construction of facilities to enable institutions to expose students to technology. Specifically, funds have provided for advanced research equipment, computers and software and some facility retrofits to support the equipment. The ETACT is funded through the Lottery for Education. The system matches the appropriation on a one-to-one match with funds from other sources. In FY97, a total of $65,174,730 was generated from state and matching sources for ETACT, and in FY98, the total generated was $76,450,890.

ETACT has had a major impact on our institutions over the past six years. Some examples of how the funds have been used follow:

Georgia Institute of Technology
Engineering Research Center (ERC) Low-Cost Electronic Packaging Research Center
($500,000 ETACT; $6,317,413 private funds)

This research center is focused on providing research for leading-edge, next-generation electronics packaging technologies and the transfer of these innovations into industry via the education of next-generation electronics packaging engineers and researchers. Furthermore, the center is expected to demonstrate the ability to integrate these innovations into emerging technologies and implement new teaching techniques through the use of technology test vehicles. The center has built a state-of-the-art cleanroom for the large area electronics packaging prototype laboratory and the electronics packaging module assembly laboratory. The Center also works on projects to provide infrastructure improvements such as high-purity compressed air, deionized water and gaseous nitrogen generation plants and a laboratory vacuum system.

Valdosta State University
Multi-Media Distribution System ($127,550 ETACT; $127,850 private funds)

The college of Education is the largest single user of computers and computer software. In order to get full utilization of this resource, the building has been totally wired with fiber optics and leading edge electronics which have enhanced the capabilities of the building for data communications from 10MBps to 100MBps. The system is fully integrated with remote control of classroom cameras and video distribution, CD-ROM access and data presentation and other similar capabilities.

Dalton College
Drafting and Design Technology Lab ($52,500 ETACT; $52,500 private funds)

The lab has been upgraded with technical design and manufacturing equipment to include faster CPU's with more RAM and larger capacity hard drives creating a uniform standard for the CAD lab. A Computer Integrated Manufacturing component was added to include Rapid Prototype modeling which allows design, testing, and manufacturing of parts and enables them to establish a small manufacturing training facility. Computer Graphics Imaging equipment was also purchased to produce animations quicker and faster than the current time required.

University of Georgia - Marine Institute
Star Logger System ($30,024 ETACT; $151,602 private funds)

This image analysis and data monitoring system will be used to enhance basic research studies on invertebrate population dynamics in the salt marsh ecosystem and translate the findings directly into educational teaching tools for use by faculty and students at the Marine Institute and via our GSAMS interactive classroom, by students at the School of Marine Programs in Athens.

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Endowed Chairs

Appropriated: $2,500,000 (FY99)

The goal is:

- to establish endowed chairs at state universities under the Eminent Scholar Program.

Initiative Update:

Funds appropriated to the Endowment Trust Fund are to be used exclusively to endow academic chairs in an effort to attract eminent scholars to join the faculties of University System institutions. A total sum of not less than $1 million is required to endow a chair under this program. The respective foundation of the institution concerned is required to contribute not more than 75 percent of that amount, and the fund is required to contribute no less than 25 percent. Dollars appropriated to the Georgia Eminent Scholars Endowment Trust Fund are contractually obligated for the purpose of funding endowed chairs and any dollars remaining in the Fund at the end of the fiscal year do not lapse.

- ***Armstrong Atlantic State University*** received a gift in the amount of $522,000 to establish an eminent scholar chair in economics. The position has been advertised, applicants have responded and the search is expected to be completed at the end of the spring 1999 semester with the position filled for fall semester 1999.
- ***Columbus State University*** established the endowed Mildred Miller Fort Foundation Distinguished Chair in International Education. This was established initially with a $300,000 gift from the Mildred Miller Fort Foundation. Subsequently, the Foundation awarded Columbus State an additional $200,000 to reach the required total of $500,000 to be eligible for the eminent scholar matching funds. The chair is currently filled by **Dr. Neal McCrillis**, who joined Columbus State University in fall 1998. He is a professor of history and director of the Center for International Education.
- ***Georgia Southern University*** received a gift in the amount of $500,000 to establish an eminent scholar chair in mathematics and computer sciences. Screening for the position will begin in Feb. 1999, with the position filled for Fall Semester 1999.
- ***Macon State College*** received a gift from The Peyton Anderson Foundation of Macon in the amount of $1,000,000 to establish two eminent scholar chairs in information technology. The first position was filled in Aug. 1998. **Dr. David Adams** was named the first Peyton Anderson Eminent Scholar in Sept. 1998. He is a national leader in information technology curriculum development and instruction. The search to fill the second position began in Sept. 1998 with the position to be filled in Aug. 1999. ■

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